

SUPPORTING TDS SCHOOL TRANSFORMATION FACILITATORS THROUGH  
COMPETENCY-BASED STRATEGIES AND PROFESSIONAL LEARNING  
COMMUNITIES

by  
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**Abstract**

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The intervention described in this dissertation was a response to a perceived need for evidence-based professional development for School Transformation Facilitators (STFs) at Talent Development Secondary (TDS). The problem of practice was diagnosed using a needs assessment surveying key stakeholders. The intervention consisted of four monthly competency-based trainings sessions delivered within professional learning communities of STFs across Philadelphia and New York City. A quasi-experimental methodology included treatment and comparison groups and aimed to determine whether STFs experienced a difference in reported self-efficacy towards their role as a result of participating in these trainings. A multivariate analysis of results from seven treatment and three comparison group STFs indicated that growth in self-efficacy was significantly greater in the treatment group than the control group across the outcome measure, six-item composite. These findings contribute to a growing body of evidence around school turnaround leadership and represent a starting point for additional research using competency-based strategies within professional learning communities.

*Key Words:* school turnaround, staff development, organizational growth, competency-based training, professional learning communities, comprehensive school reform.

## **Executive Summary**

This applied dissertation was completed to better understand the supports Talent Development Secondary (TDS) School Transformation Facilitators (STFs) need to improve job-related self-efficacy. On-the-ground anecdotal evidence suggested available infrastructure was not sufficiently addressing the complex professional development needs of school-based comprehensive reform consultants. This quasi-experimental study took three years to complete (2013-2016) and began with a mixed methods needs assessment of key stakeholders in order to diagnose the perceived need. Next, available research was explored determining there was not an abundance of evidence-based best practices around training and development of STFs. Therefore, research on similar roles was collected: 1) turnaround principals, and 2) instructional coaches.

The literature suggested competencies were used in training these school administrators for achievement and influence/motivation. Various competency-based trainings were considered, but ultimately a four-session sequence was selected from programs training turnaround principals and instructional coaches (Harvard's School Turnaround Leadership Program and EdLD program, The Data-Wise Project; and New York Leadership Academy) that aligned with STF's implementation of the TDS program.

The study included treatment and comparison groups. While small in size due to structural limitations, high intervention fidelity was reached across all metrics: frequency, length, content, and participation. Perceived self-efficacy growth was measured via diagnostic and summative surveys and fidelity through formative surveys. Findings indicated statistically significant impacts of the training as shown by a multivariate analysis of a six-item composite of the most salient STF-related survey items.

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## Table of Contents

|  |           |
|--|-----------|
| Abstract.....  | ii        |
| Executive Summary .....  | iii       |
| Acknowledgements .....   | iv        |
| <b>CHAPTER 1.....</b>  | <b>1</b>  |
| Overview and Background .....  | 1         |
| Statement of the Problem .....   | 2         |
| Theoretical Framework.....   | 4         |
| Literature Review .....  | 5         |
| Competency-Based Strategies.....   | 6         |
| Building a Competency-Based Model for PLCs .....                               | 6         |
| Professional Learning Communities .....  | 7         |
| Goals and Objectives .....   | 8         |
| <b>CHAPTER 2.....</b>  | <b>8</b>  |
| The Needs Assessment .....   | 8         |
| Context.....   | 8         |
| Research Questions.....  | 9         |
| Methods.....   | 10        |
| Participants.....  | 10        |
| Variables Used.....  | 11        |
| Data Collection Methods .....  | 11        |
| Needs Assessment Findings.....   | 12        |
| Discussion.....  | 13        |
| Constraints and Limitations .....  | 14        |
| <b>CHAPTER 3.....</b>  | <b>14</b> |
| Overview of Intervention Related to Underlying Causes Related to the POP ..... | 14        |
| Literature Review Underlying Causes and Factors Pertaining to the POP ..       | 16        |
| Competency-Based Approaches .....  | 16        |
| Building a Competency-Based Model for Professional Development ..              | 18        |
| Professional Learning Communities .....  | 19        |
| Leveraging Organizational Assets.....  | 20        |
| Funding .....  | 20        |
| Time .....   | 21        |
| Physical Space .....   | 21        |
| Human Assets .....   | 22        |
| Instructional Program Coherence.....   | 23        |
| Conclusions.....   | 23        |
| Fidelity and Evaluation Questions .....  | 25        |
| <b>CHAPTER 4.....</b>  | <b>26</b> |

|  |           |
|--|-----------|
| <b>Intervention Procedure and Program Evaluation .....</b>             | <b>26</b> |
| <b>Method .....</b>  | <b>26</b> |
| <b>Sample and Selection Procedures.....</b>                            | <b>26</b> |
| <b>Participant Recruitment.....</b>                                    | <b>27</b> |
| <b>Treatment Group Participation.....</b>                              | <b>28</b> |
| <b>Comparison Group Participation.....</b>                             | <b>28</b> |
| <b>Tools and Assessment Measures.....</b>                              | <b>30</b> |
| <b>Diagnostic and Summative Self-Efficacy Assessments .....</b>        | <b>30</b> |
| Formative Exit Slips .....   | 31        |
| <b>Procedure.....</b>  | <b>31</b> |
| <b>Intervention Methodology.....</b>                                   | <b>31</b> |
| <b>Software .....</b>  | <b>34</b> |
| <b>Activity – Treatment Group .....</b>                                | <b>34</b> |
| <b>Activity – Comparison Group.....</b>                                | <b>34</b> |
| <b>Data Collection - Quantitative and Qualitative.....</b>             | <b>35</b> |
| <b>Data Storage .....</b>  | <b>36</b> |
| <b>Data Analysis.....</b>  | <b>36</b> |
| <b>Fidelity of Implementation.....</b>                                 | <b>37</b> |
| Indicators of Fidelity to Implementation .....                         | 38        |
| <b>Summary Matrix, Evaluation Question, and Fidelity Question.....</b> | <b>38</b> |
| Frequency.....   | 39        |
| Length .....   | 39        |
| Participation .....  | 40        |
| Content Delivery.....  | 40        |
| <b>CHAPTER 5.....</b>  | <b>40</b> |
| <b>Findings.....</b>   | <b>40</b> |
| <b>Fidelity of Implementation.....</b>                                 | <b>40</b> |
| <b>Intervention Results.....</b>                                       | <b>42</b> |
| <b>Outcome Analysis.....</b>   | <b>45</b> |
| <b>REFERENCES.....</b>   | <b>53</b> |
| <b>TABLES .....</b>  | <b>64</b> |

|   |           |
|---|-----------|
| <b>Table 1- Recruitment pool: description of the schools who's STF's were invited to participate.....</b>   | <b>64</b> |
| <b>Table 2. Indicators, data sources, collection tools, frequency and party responsible for collection.....</b>   | <b>65</b> |
| <b>Table 3. Qualitative data: sample responses offered after each session .....</b>   | <b>66</b> |
| <b>Table 4. STF's current efficacy at the time of diagnostic and summative assessments and growth in efficacy: item and scale content, means, (standard deviations), and scale reliability.....</b> | <b>67</b> |
| <b>Table 5. Summary of regression analyses.....</b>   | <b>68</b> |
| <b>Figure 1. TDS regionalization process. ....</b>  | <b>69</b> |
| <b>Figure 2. Participant demographics.....</b>  | <b>70</b> |
| <b>Figure 3. Two-step black-box approach. ....</b>  | <b>71</b> |
| <b>Figure 4. Sample feedback protocols used.....</b>  | <b>72</b> |
| <b><i>APPENDICES</i> .....</b>  | <b>73</b> |
| <b>Appendix A- Terms.....</b>   | <b>73</b> |
| <b>Appendix B – Qualtrics Surveys.....</b>  | <b>74</b> |
| Diagnostic/Summative Survey.....  | 74        |
| Formative Survey.....   | 76        |
| <b>Appendix C – The Needs Assessment: Research Questions and Data Acquisition Methods .....</b>   | <b>77</b> |
| <b>Appendix D - Competency-Based Training Sessions.....</b>   | <b>78</b> |
| <b>Appendix E – Recruitment Email .....</b>   | <b>79</b> |
| <b>Appendix F – Synthesis of Learning .....</b>   | <b>80</b> |
| <b>Appendix G - The Diagnostic (Pre-Intervention) and Summative (Post-Intervention) Assessments: Item Content, Means and (Standard Deviations) .....</b>  | <b>81</b> |
| <b>Appendix H – TDS Offices with Local Instructional Staff .....</b>  | <b>82</b> |
| <b><i>Curriculum Vitae</i> .....</b>  | <b>83</b> |

## **CHAPTER 1**

### **Overview and Background**

Even before Balfanz and Legters' (2004) seminal study, "Locating the Dropout Crisis," Talent Development Secondary (TDS hereon) focused its work on transforming both the nation's low-graduation-rate high schools and the middle schools that feed them (Legters, Balfanz, Jordan, & McPartland, 2002; Mac Iver et al., 2010). Fortunately, due to the nation's ongoing reform efforts in middle and high schools, encouraging progress has been made in addressing the dropout epidemic. For example, the number of low-graduation-rate high schools (where students have a 60% chance or less of graduating) have declined from 2,007 schools in Spring 2002 to 1,146 schools in Spring 2013 (DePaoli et al., 2015)

TDS's school transformation model is deeply influenced by research demonstrating that 50-60% of the students who will not graduate can be identified as early as sixth grade due to poor attendance, poor behavior and/or failure in English or math (Balfanz, Herzog, & Mac Iver, 2007; Allensworth & Easton, 2007; Chang & Romero, 2008; Finn, 1989; Lan & Lanthier, 2003; Lee & Burkam, 2003; Mac Iver, 2013; Neild & Balfanz, 2006a, 2006b; Neild, 2009; Schargel & Smink, 2001). Within TDS's work, these are referred to as the ABCs (attendance, behavior, course performance) of an Early Warning System of off-track indicators (TDS, 2014). Further, research suggests that when students successfully cross the key transition years between 6th and 9th grade on-track, their chance of graduating increases from 29% to 75% (Balfanz et al., 2007; Neild & Balfanz, 2006a, 2006b). Therefore, TDS is focused on identifying students who are exhibiting off-track indicators early and intervening to get them, and keep them, on



track to 10th grade and beyond.

A 2005 MDRC study (Kemple, Herlihy, & Smith, 2005) confirmed that implementing the TDS model in Philadelphia high schools raised academic course completion rates by 8-percentage points, ninth-grade promotion rates by 10-percentage points, and on-time graduation rates by 8 percentage points. However, to more fully meet the needs of dropout factory high schools that need increases of 40 or more percentage points in their graduation rates (Balfanz & Legters, 2004), TDS needed to identify programmatic partners who could complement its whole school reform work with direct socio-emotional and mentoring interventions for students. Therefore TDS recognized that, if the program was to meet the graduation challenge represented by our nation's poorest performing middle schools and high schools, it would need to collaborate with partners -- other gold standard nonprofits with track records of improving attendance, behavior, and graduation rates -- to address the scale and complexity of the challenge. Diplomas Now, a partnership among TDS, City Year, and Communities in Schools was created in 2008. Diplomas Now combines 65 years of experience and insights from the three partners to provide schools with whole-school turnaround supports. The Diplomas Now collaborative provides students and schools with strategies in three tiers: (1) school-wide initiatives, such as attendance initiatives and instructional capacity building, (2) activities, with targeted academic interventions and attendance policies for small groups, and (3) intensive case-managed supports for specific students in need of socio-emotional supports.

### **Statement of the Problem**

In 2010, after two years of partnership, the Diplomas Now collaborative was

## Competency-Based Training for TDS School Transformation Facilitators

propelled into large-scale growth due to receipt of a \$30 million validation grant from the federal government (i3, or Investment in Innovation) along with \$6 million in matching funds from the PepsiCo foundation. Since then, TDS quadrupled its size and expanded its footprint from three to thirteen markets and ten to forty-two schools. As a result of school-based staff being hired quickly in order to fulfill commitments to schools randomly selected by matriculated districts, often times without local supervision (a Field Manager) in place, TDS struggled to support field staff coherently. As a result, staff deployed in schools in the northeast was not typically retained beyond 2-3 years.

This dissertation examines the role of the School Transformation Facilitator (STF), which serves as the aforementioned program lead deployed to a partner school full-time, ideally for the duration of the partnership, which usually spans 3-6 years. The STF is an on-site coordinator for the TDS and Diplomas Now programs and collects and manages all student data (attendance, behavior, and course performance), facilitates Early Warning Indicator (EWI) team meetings, communication among partners, and is the “grease and the glue” of the work (Herzog, Davis, & Legters, 2012). Please see Appendix A for a full list of terms.

This study aims to identify competency-based strategies for supporting STFs in an effort to increase their perceived self-efficacy towards carrying out their job responsibilities. Self-efficacy is an important measure because one’s perceived abilities coupled with realistic and relatable learning examples may positively affect STFs in carrying out their responsibilities (Mickelson, 1990; Becker & Luthar, 2010; Ryan & Deci, 2000b). This project takes a sociocultural lens towards implementing competency-based learning strategies within professional learning communities of STFs. I posit TDS,

in so doing, is more likely to retain and grow human capital in order to fulfill a strategic growth plan across the country.

### **Theoretical Framework**

When considering the myriad of theoretical perspectives, sociocultural theory and competency-based learning within professional learning communities seem to resonate with the problem of practice I aim to address. While observational learning was also considered due to its relevance regarding how we might understand what makes some STFs successful and others not, sociocultural theory is a better theoretical fit because it enables the organization to improve upon how professional development frameworks for STFs are established and maintained, rooted within competency-based strategies.

Competency-based training (CBT) theory is not abundant in the literature of school reform, yet Hodge (2007) found a few scenarios that aim to contextualize how the problem of interpretation and implementation might be addressed (Norton, Harrington, & Gill, 1978; Houston, 1974; Tuxworth, 1989; and Harris, Guthrie, Hobart, & Lundberg, 1995). Furthermore, CBT can be cross-referenced with performance-based teacher education (Hodge, 2007), which contains essential, implied, and desirable characteristics, or competencies, which students, or in this case STFs, must demonstrate in order to be considered proficient (Elam, 1971). These competencies, Elam argues, are derived from explicit interactions coupled with publically known expectations with and from managers that allow for the assessment of a student's behavior in relation to specific competencies (1971). In addition, monitoring and evaluation strategies in CBT align with sociocultural theory in that they suggest gradual, collaborative learning delivery of training is necessary to achieve performance competencies (Hodge, 2007; Elam, 1971; Vygotsky,

1978).

Vygotsky's (1978) seminal piece on sociocultural theory posits the acquisition of knowledge starts at the interpsychological, or social level, and is later developed on the intrapsychological, or individual, level. This line of thinking fits with CBT and the problem of practice at hand. The demonstration of mastery through the application of competencies developed when individuals internalize words and actions modeled by trainers and advanced peers may lead STF's to change their spontaneous actions to scientific concepts by working through concepts (Vygotsky, 1978). As STF's better understand concepts, they may expand their current knowledge and move to a more advanced level using scaffolding provided by the advanced peers and trainers.

CBT and sociocultural theory frame the problem of practice because they set the stage for how STF's relate with their environment within professional learning communities, all the while seeking new knowledge, and, seeking to connect that knowledge with their on-the-job tasks at the individual level.

### **Literature Review**

The STF role is unique in that it bridges the consultant with those of a school administrator and instructional leader. Although no prior research directly addresses the training and supports needed by STF's, the STF's role can draw from facilitation skills similar to those an instructional coach must possess along with leadership and change management strategies needed by school administrators leading turnaround efforts. Therefore, this analysis highlights the available literature around these two roles, particularly focusing on the training and development of these. In addition, available research is highlighted in the areas of leveraging human assets, funding, and physical

space in the creation of professional learning communities built around competency-based strategies.

### **Competency-Based Strategies**

With 74% of schools eligible for school improvement grants (SIG) selecting the transformational approach, the need for effective leadership is critical to these schools' success given that these models call for a comprehensive overhaul to instruction, evaluation, and often times replacing the principal (McLester, 2011). The use of competency-based hiring and training stems from Harvard University's David McClelland's research in the 1970's through which he hypothesized and eventually demonstrated that habits of behavior and underlying motivations, which he noted as "competencies," differentiate workers' performance outcomes (Hunter, Schmidt, & Judiesch, 1990). In 2016, a myriad of turnaround leadership programs are using competency-based strategies to recruit and train these leaders (McLester, 2011). Steiner & Hassel (2011) postulate what makes competency-based performance management strategies so powerful is the potential to correlate qualitative characteristics alongside performance outcomes in a statistically significant manner. Specifically to school turnaround work, the term competencies refers to the underlying motives and habits — patterns of thinking, feeling, acting, and speaking — that cause a person to be successful in a specific job or role (Steiner & Hassel, 2011).

### **Building a Competency-Based Model for PLCs**

Steiner & Hassel's (2011) research postulates that building competency-based models from scratch is not a popular approach in the public sector due largely to two obstacles: 1) cost, and; 2) limited historical data about high performers. Furthermore, the

author notes that with emerging roles, much like that of the STF, there is not enough accessible data on high performers to build a model from scratch. In addition, with limited and in some cases diminishing resources available, building out a model from scratch becomes prohibitive when jobholders are spread out geographically, much like with TDS. Instead, designing an approach that is built upon existing research and structures may be a more viable alternative for school districts and similar organizations (p.14).

### **Professional Learning Communities**

While there is no universal definition of a professional learning community (PLC), there does appear, however, to be a general consensus that PLCs are a group of people sharing and critically questioning their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (Mitchell & Sackney, 2001; Toole & Louis, 2002); and operate as a collective enterprise (King & Newmann, 2001). Hord (1997) summarizes available literature and combines process and expected outcomes in defining a ‘professional community of learners’ and highlights Astuto, Clark, Read, McGree & Fernandez’s (1993) ‘communities of continuous inquiry and improvement’ in which school teachers and administrators continuously search for, share, and act on their learning and thus enhance their effectiveness on behalf of the students they serve.

PLCs provide the right space and time for STFs, much like school administrators and instructional coaches, to engage in “role stretching,” which entails carrying out activities that aim to improve weaknesses in key competencies. In addition, pairing turnaround leaders with mentors who are strong in areas they have demonstrated

weakness gives the support of a coaching relationship and is more likely to ensure improvement (Spencer & Spencer, 1993). Hassel & Hassel (2009) recommend leveraging these relationships to help school leaders reach some early wins, which are often reached when turnaround administrators are given what they call ‘the big yes,’ or the influence to make decisions commonly outside of their locus of control.

### **Goals and Objectives**

This dissertation aims to identify: 1) what characteristics and skill sets do STFs need that can be isolated and incorporated into professional development instructional design; and 2) whether STFs’ perceived self-efficacy be improved through the use of competency-based trainings within professional learning communities. As aforementioned, this intervention proposes looking at a sociocultural approach to adapt competency-based trainings within professional learning communities for STFs. In so doing, and accounting for the results herein highlighted, TDS is more likely to retain staff and grow the programmatic footprint.

## **CHAPTER 2**

### **The Needs Assessment**

#### **Context**

I focused on a problem of practice that falls within my organizational locus of control. In so doing, I opted for evaluating responses from stakeholders within the Northeastern region of the U.S., which is the region I was appointed to oversee in March of 2014 – a year into the research. Respondents included staff members within TDS as well as those employed by partner organizations within the Diplomas Now collaborative (City Year, Communities in Schools, and school-district employees). In addition,

## Competency-Based Training for TDS School Transformation Facilitators

participants ranged in job function from the school-house to the city and regional levels.

As of SY14-15, TDS operated in 8 schools across Boston, Philadelphia, and New York City. Each of these sites has an STF assigned to it that oversees the programming and evaluation of the TDS model at their school. In SY15-16, TDS launched work at an additional four school sites in New York City while retaining all other sites. In addition, three STFs are not returning to their roles, which will result in the hiring of six new STFs. This is important context because it will provide a unique opportunity to evaluate whether providing CBTs within professional learning communities to STFs from the onset impacts their perceived self-efficacy ratings.

The target treatment audience for this study was all STFs serving at school sites in Boston, Philadelphia, and New York City, regardless of time spent in the role or years of partnership between TDS and their site. Field Managers were also part of the target audience because on-the-ground training of STFs traditionally falls, albeit unofficially, within their responsibilities. Both STFs and Field Managers received information regarding the study during the summer of 2015 and were given information regarding the timing, frequency, and general content of the CBTs.

### **Research Questions**

**RQ1.** What are the key competencies School Transformation Facilitators must possess in order to lead their school teams effectively?

**RQ2.** How are School Transformation Facilitators supported in developing skills needed to lead their school teams effectively?

**RQ3.** What can TDS contribute in terms of professional development to School Transformation Facilitators in effectively leading their teams?



### **Methods**

Change management associated with organizational growth can often be a difficult process for institutions with deeply rooted practices. Accounting for the challenge ahead, it was imperative data collected be interpreted as reliable, relevant, and actionable in order to promote buy-in from key stakeholders once recommendations were issued at the end of this process. Discovering the skills necessary for School Transformation Facilitators to be successful at their jobs, whether professional development structures currently support these, and what TDS can do organizationally to actively support these were critical questions that provided guidance for how to best address the problem of practice identified. Appendix C provides a cross-section of how the RQs of the needs assessment were addressed using different data collection tools.

### **Participants**

The sample size included 24 individuals and 3 key informants. The three, recorded key-informant interviews were done in person at my office prior to the survey going out to the larger audience. 67% of target population completed the survey and 100% of targeted key informants agreed to participate in the interviews. The survey completed by stakeholders was created using an online tool (Qualtrics) and distributed electronically, providing respondents at least 7 days to complete it.

Another demographic data point collected related to service history of each respondent. Of those who responded to the survey, 38% worked with their organization outside of the Diplomas Now partnership at some point, with 88% of them having worked with their organization 2+ years and 38% for 4+ years. In terms of geographic breakdown, 75% of respondents work in Boston, while 19% of respondents work in NYC

and 6% work regionally. I expect there was a higher rate of response from Boston-based staff because of their relationships with the author.

### **Variables Used**

The variables used in this needs assessment included defining key skills/characteristics as well as responsibilities TDS School Transformation Facilitators should exhibit to be successful at their jobs. Respondents were asked to select from a list of potential skills/characteristics as well as responsibilities in order to determine which they perceived as most important. Accounting for research identified in the literature review, agreeing upon mutually acceptable measures of success is a critical component to organizational effectiveness. Also, the literature and internal job descriptions yielded some potential skill sets and responsibilities from which I pulled the options presented to participants.

In addition, data compiled by the Bridgespan Group for TDS and released in March of 2014 also highlighted strengthening the organization's human capital and organizational effectiveness as a key strategy for thriving in the post-i3 landscape. These findings are the result of a six-month engagement through which Bridgespan met with a number of current, former, and potential stakeholders across the country, conducted online surveys, and finally compiled their recommendations as part of the organization's national strategic planning process.

### **Data Collection Methods**

#### **Qualitative Instrumentation**

Key-informant interviews were conducted with three key stakeholders that arguably have a large level of experience and scope working within and in collaboration

## Competency-Based Training for TDS School Transformation Facilitators

with TDS in the region identified. These interviews were conducted at the author's office in a private setting and were grounded in the questions asked in the quantitative survey that would later go out to the larger group. As such, these key-informants provided useful feedback around the instrument as well as their insights on the matter at hand. In addition, the Qualtrics survey included optional comment boxes after every question, which many respondents used in order to clarify or expand upon their choices.

### Quantitative Instrumentation

An anonymous Qualtrics survey was devised in order to address the research questions posed and was distributed across the region, providing respondents with one week's time to complete the survey. A reminder email went out 5 days into the response period. The items in the survey asked participants to select amongst different variables to determine whether a common understanding of skills/characteristics and responsibilities of field staff exists across stakeholders. These answers also piped into questions later in the survey which asked participants to rate the degrees to which different skills/characteristics and responsibilities are fulfilled. Furthermore, respondents were asked whether TDS field staff meet their performance expectations as well as whether they perceive them to receive the appropriate levels of support in performing their duties.

### Needs Assessment Findings

In an effort to simplify the key takeaways from this needs assessment, I will present them as a bulleted list followed by narrative that addresses connections between these and my problem of practice as postulated earlier in this report.

#### Key Takeaways

- Key Responsibilities of Field Staff (STFs)

## Competency-Based Training for TDS School Transformation Facilitators

- Leading Early Warning Indicator (EWI) Meetings
  - Data Analytics
  - Diplomas Now Team Leadership
  - Liaison to School Leadership
  - Coordinating Technical Assistance in Math/ELA
- Key Skills/Characteristics Field Staff (STFs) Should Exhibit
  - Data Savvy
  - Good/Clear Communicator
  - Facilitation
  - Relationship Builder
- 50% of respondents believe their feedback will lead to actionable data for TDS to improve upon its practices
  - Strong cult of personality regionally
  - Low sense of feasibility for large-scale change based upon org's history with change
- 44% of respondents believe TDS Field Staff (STFs) do not receive the support they need to be successful in their roles

### **Discussion**

As a result of the data collected through this needs assessment, it appeared stakeholders generally agreed upon what skills/characteristics and responsibilities TDS STFs should exhibit, but are unclear as to whether they receive the support to perform these consistently and reliably across the board. There was evidence to suggest a clear need as identified both through this needs assessment as well as through the data

collected by our Bridgespan engagement to develop a human capital infrastructure that supports staff professional development.

### **Constraints and Limitations**

Given that many of the staff members surveyed form part of an organizational hierarchy with lines of supervision between them and the author, this may have presented a constraint in responses. However, given that the survey was voluntary and anonymous, responses were likely candid in nature. Given the time lapse between the needs assessment and the intervention provided opportunity for recruitment of new sites, the intervention included a larger stakeholder group than previously anticipated. This also means some stakeholders participating in the intervention did not have a voice in defining the need for it. Nevertheless, since those that did participate in the needs assessment had been on the job for at least a year, their insights are probably still relevant and applicable to new STFs.

## **CHAPTER 3**

### **Overview of Intervention Related to Underlying Causes Related to the POP**

Over the three to six years that a typical engagement runs with a school, and due to the volatile nature of change management, these STFs encounter myriad obstacles while navigating the complex ecosystems in which they are embedded. Their best source of support and guidance is their supervisor, the local Field Manager/Executive Director. Currently these supervisors provide STFs with reactive support based upon resources available and crises presented in real-time rather than a coherent program of competency-based professional development. As shown in Chapter 3, many of the respondents and key informants in the needs assessment did not believe that the current reactive approach

## Competency-Based Training for TDS School Transformation Facilitators

was appropriately meeting STF's needs for professional development and support.

In addition, almost half of STF's across the network reported that current professional development opportunities are largely inconsistent, varied in quality, and deployed without cohesion to a deliberate instructional design. The needs assessment also highlighted that partners and STF's generally agree on the key responsibilities for STF's:

- Leading Early Warning Indicator (EWI) Meetings
- Data Analytics
- Diplomas Now Team Leadership
- Liaison to School Leadership
- Coordinating Technical Assistance in Math/ELA

And key competencies as:

- Data Savvy
- Good/Clear Communicator
- Facilitation
- Relationship Builder

In addition, MDRC, a third party social and educational policy research firm, which is assigned to assess the impact of Diplomas Now, recently published the first of three reports documenting the expansion of Diplomas Now. In their findings, MDRC concluded TDS components were amongst the most difficult for schools to implement at the onset. Furthermore, the report indicates partners within Diplomas Now lacked role-clarity and job-embedded support, which contributed to challenges in implementation of the comprehensive secondary school reform model (Corrin, et al., 2014).

The intervention capitalized on existing professional learning communities

(PLCs) within local teams and infused those with a deliberate scope and sequence of competency-based trainings to increase STF's self-efficacy towards their jobs. Since local Field Managers/Executive Directors (FM/EDs) already used this PLC structure on a monthly basis, the CBTs were not additional trainings but, rather, took approximately 90-minutes of some of those monthly meetings, which normally range from 120-360 minutes per month.

### **Literature Review Underlying Causes and Factors Pertaining to the POP**

#### **Competency-Based Approaches**

Traditionally, school districts hire principals based upon experience and degrees attained (Steiner & Hassel, 2011) in spite of the fact that only about half of newly hired high school principals stay for three years (McLester, 2011) and for the last couple of decades district leaders have struggled to sustain and spread successful turnaround efforts (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). Although myriad of competencies have been identified as success indicators, these two stand-out as key competencies when considering school turnaround leadership:

- *Achievement*. Defined as “setting high performance goals for the organization, prioritizing activities to achieve the highest benefit relative to inputs, and working to meet goals using direct action, staff, and other available resources” (Spencer & Spencer, 1993). In addition, by focusing on early wins, successful turnaround leaders effectively silence naysayers early on, motivating other for further change and reducing resistance by those who are against change (Steiner, Hassel, & Hassel, 2008).
- *Impact and influence*. Defined as “acting with the purpose of affecting the

perceptions, thinking and actions of others” and includes the ability to empathize with others (Spencer & Spencer, 1993). In addition, it includes anticipating likely responses to challenges and tailoring responses and words to create an intended impact. Furthermore, communicating a positive vision with a clear picture of success and the benefits associated motivates others to contribute their discretionary effort. Finally, helping staff take ownership of problems and gaining the support of key influencers (Steiner et al., 2008).

School districts such as the D.C. public schools along with many education reform organizations, such as the University of Virginia School Turnaround Specialist Program, Teach For America, The Data-Wise Project, The New Teacher Project, Harvard’s School Turnaround Leaders’ Institute, the NYC Leadership Academy, and The Academy of Urban School Leadership are implementing competency-based hiring and training to support the instructional coach or similar roles (Copeland & Neeley, 2013; McLester, 2011). Furthermore, modeling competencies desired in instructional coaches is suggested to be an effective way to build a common vision for effective performance (Casey, 2011). Similarly, the School District of Philadelphia and the Charlotte-Mecklenburg Schools recognized competency-based hiring as an important strategy when considering placement of principals in turnaround schools. District leadership in both of these cases selected what they called, respectively, ‘Green Beret’ principals, or highlighted serving in an ‘Achievement Zone’ school as a distinct honor. Both systems acknowledged these schools needed leaders to display a different set of competencies than those needed to maintain or sustain an effective school (Zavadsky, 2012).

While there is no evidence that any of these organizations built a competency-



based model from scratch, available literature highlights they leveraged existing research around competencies key to performance in similar roles and modified a stepladder approach that built from other related, validated models (Steiner & Hassel, 2011).

### **Building a Competency-Based Model for Professional Development**

Organizations, like TDS, can achieve a competency-based training and development model without compromising the quality of its results and without the need to build it from the ground up. The following are the steps noted in the literature as most effective in accomplishing this task (Steiner & Hassel, 2011; Hay Group, 2010; Spencer, McClelland, & Spencer, 1994):

- **Determine Performance Criteria:** Whenever possible, research suggests it is better to go with the largest possible sample of high performers because they are the best source of information for excellent performance. When defining criteria for a fairly new role, designers may need to envision what actions the expected outcomes will require of those in the role. Therefore, extrapolating from existing, valid models of similar or related jobs would be essential (Hay Group, 2010).
- **Collect Data:** Research indicates using strategies such as focus groups and 360-degree surveys can help inform as to the ongoing health of the model. Focus groups should include those who are familiar with the role and can identify competencies that are crucial in the given role. Roughly 50% of the competencies identified by focus groups are later validated by a full-competency study (Spencer et al., 1994). 360-degree surveys are a quick and cost-effective tool for creating valid statistical evidence, but may miss critical competencies. Even so, these may prove useful in their accounting for how managers, peers, direct-reports, and

external partners rate whether specific competencies are important for outstanding performance. These stakeholders also weigh in on the frequency with which identified competencies are needed and if the probability for failure increases as those are not clearly articulated by job-holders (Steiner & Hassel, 2011).

- **Develop Model:** By looking at existing data from focus groups, existing competency models, and surveys, designers can choose the competencies most likely to differentiate leaders best suited for implementing turnaround strategies. Designers should count with a clear understanding of the job at hand, time for deep data and statistical analysis (Steiner & Hassel, 2011). Brain-Targeted Teaching suggests controlling for emotional stressors as an important strategy for supporting learning, which can aid in providing the right conditions for a model's development (Hardiman, 2012).
- **Validate Model:** There are low-cost options for validating the competency model against observed job performance. For instance, when large groups of jobholders are available, questionnaires can survey average and outstanding performers to define whether the competencies used in the training and development are being leveraged in real-time. If the model was effective, then the respondents' fidelity to competencies should correlate with their level of success (Steiner & Hassel, 2011).

### Professional Learning Communities

When considering ways to implement competency-based training, professional learning communities lend the structures for executing on the components necessary to introduce and reinforce the critical skills needed to successfully lead comprehensive

## Competency-Based Training for TDS School Transformation Facilitators

school reform efforts (McLester, 2011; Stoll et al., 2006). Competency-based training may influence the development of PLCs and research indicates these appear to hold considerable promise for capacity building for sustainable improvement in the toughest schools (Stoll et al., 2006). The most effective training occurs when trainers begin by exposing PLC members to compelling evidence around using this approach as it relates to improved performance. Second, by providing ongoing feedback to jobholders on how their current performance compares to outstanding performers and giving them job-embedded opportunities to practice learned competencies reinforces the value of the system. Finally, expecting staff members to establish competency development goals coupled with action plans further engrains the model (Spencer & Spencer, 1993).

### **Leveraging Organizational Assets**

As a result of a six-month strategic planning process with The Bridgespan Group with support from the Edna McConnell Clark Foundation (EMCF), TDS has a blueprint for how it might transition after the validation study of Diplomas Now is completed. Based upon educational state and federal policy opportunities, clusters of schools in need of comprehensive reform, and interviews with current and past stakeholders, the consultancy concluded TDS is poised to change the education system's approach to helping disadvantaged youth succeed.

### **Funding**

As part of EMCF's support, TDS received dedicated funding to implement a growth strategy that coincides with the priorities outlined within the proposed intervention. Tsui (2005) comments on organizational structures as a vehicle for establishing relationships and mentions changes in funding structures requiring more

## Competency-Based Training for TDS School Transformation Facilitators

impersonal supervisory arrangements negatively impacted the harmonious working environment (p.28). TDS's restructuring in 2014 positions those closest to the work (STFs) with additional direct line supervision (regional directors) by creating portfolios of 3-4 cities into clusters as opposed to all localities feeding up directly to TDS headquarters in Baltimore. There are four regional directors, originally funded with EMCF support, which are based across the country to provide more real-time supports and supervision. Figure 1 highlights the aforementioned shift accomplished with EMCF support.

### Time

Regional Directors can influence and direct how local teams spend portions of their time, particularly if time off-site is dedicated to professional development opportunities. The Brain-Targeted Teaching model suggests controlling for emotional stressors as an important strategy for supporting learning (Hardiman, 2012). Therefore, a balance must be struck between the intervention and other demands placed upon STFs around professional development or time away from their buildings.

### Physical Space

A number of scholars argue the physical environment in which learning takes place plays an important role in how effective this process is for learners. Tanner (2008), Mott, Robinson, Walden, Burnette, & Rutherford (2012), and Wurtman (1975) highlight the importance of lighting in learning. Mott et al. (2012) cite several studies supporting the notion that lighting profoundly affects numerous levels of human functioning such as vision, circadian rhythms, mood, and cognition (p.2). In addition, Tanner (2008) notes that those working in urban settings, such as TDS field staff, typically yearn for a place to retreat in order to recharge (p.441).

Tsui (2005) contributes to the notion of physical space as critical in staff performance by delving into the context of the supervisory process in Hong Kong. The author notes the physical space of supervisory sessions has a significant impact on the tone and atmosphere of these conversations and can often hinder or encourage a free exchange of ideas. For instance, an official setting might give supervision an administrative tone while a less formal setting might encourage more honest dialogue (p. 27). McGregor (2004) concurs with Tsui's notion, adding that space sits at the juncture of social and physical interactions (p.2). In addition, Bissell's (2004) study concluded teachers who are more likely to modify their classrooms to produce what they believe is a more effective working environment are also more likely to collaborate with colleagues in the teachers' lounge (p.29). This supports the notion that establishing PLCs for STFs will support their continuous improvement.

### Human Assets

A study by Willis-Shattuck, et al. (2008) analyzed worker training and retention as a mechanism for meeting the Millennium Development Goals (MDGs). Their findings suggest motivational factors such as financial incentives, career development and management issues are core to workers' performance. Furthermore, the authors conclude that while financial incentives are important to staff morale, these alone are not enough to motivate workers to stay in their field. Recognition is noted as a highly influential motivator alongside appropriate infrastructure for support and professional development (p.6). Relative to job-embedded professional development supports, Helms-Lorenz, Slof, & van de Grift (2013) found effective transition programs have been found to have positive impact in assisting beginning educators with stress reduction and self-efficacy,

accounting for the stressful nature of entering the teaching profession (pp.1265-1287).

### **Instructional Program Coherence**

Newmann, Smith, Allensworth, & Bryk (2001) define instructional program coherence as “a set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment and learning climate and that are pursued over a sustained period.” Research comparing instructional program coherence found a strong positive relationship between said coherence and student achievement, as measured by the Iowa Test of Basic Skills (Newmann et al., 2001).

Instructional program coherence should focus on strategically coordinating the following:

(1) curriculum, (2) instructional strategies, (3) assessments, (4) student support systems, (5) teaching assignments, (6) performance expectations for teachers, and (7) on-the-job professional development (Newman et al., 2001). Understanding how these components interface with the organization’s capabilities and areas of expertise is critical to ensuring the STF’s success, which generally equates with higher student learning rates.

Furthermore, program coherence ought to incorporate a cyclical approach to learning, both for STF’s and their trainers, ensuring they are exposed to content gradually and consistently (p.300).

### **Conclusions**

Organizations aiming to support school reform agents such as STF’s, arguably should consider the size and the level of environmental uncertainty introduced alongside change initiatives as to maximize effectiveness and minimize costs to the organization (Koberg, 1986). Fullan (2003) explains that a top-down approach, such as the behavioristic approach, is not an effective way to create and maintain school reforms.

## Competency-Based Training for TDS School Transformation Facilitators

Rather, he recommends leaders understand and, in essence, market change to stakeholders (STFs) as a positive shift while discouraging the notion change is happening top-down. Therefore, designing a competency-based training model within PLCs should involve STFs' on-the-ground needs and account for their ongoing feedback.

Within the short term, this intervention should result in all staff implementing CBT strategies within PLCs. In Ross & Bruce's (2007) study of self-efficacy professional development for 106 grade 6 math teachers in a single school district, the researchers found when professional development gave priority to specific areas (in this case classroom management), a statistically significant variance was observed between those who received the professional development and those who didn't (p.58). These findings highlight the expectation that once TDS defines a scope and sequence of professional development for STFs that accounts for skills needed to improve their craft, the medium term outcomes should closely align to these staff reporting increased perceived self-efficacy scores.

As mentioned earlier, TDS partners with schools identified by the federal government as persistently underperforming: schools where students have about a 20% chance of graduating on time. The nature of working with these schools undergoing turnaround is a disruptive one, where change in management and successful results are intractably tied. TDS was successful in this work for the fourteen years prior to expanding to a national footprint by maintaining a strong level of fidelity to the model, which is in many cases the key to achieving consistent student gains (Rowan & Miller, 2007). Although originally expecting that a socioconstructivist approach to supporting STFs and overall Comprehensive School Reform (CSR) would be more successful,

## Competency-Based Training for TDS School Transformation Facilitators

research indicates the intervention will be better grounded on CBT Theory within PLCs because of the close link between the roles of school turnaround principals, instructional coaches, and STFs and the indication that creating strong supports grounded in job-embedded skills is likely to be more effective.

Over the past two decades, research showed that CSR models are more common across America than ever before. This literature review yielded valuable information regarding ways to frame the issue of instructional design for staff training and development as well as a socioconstructivist approach model to implementation of CBTs. My initial reactions to the literature urged me to consider several issues as I moved forward with understanding the problem of practice. For instance, the importance of establishing programmatic instructional coherence with stakeholders throughout delivery of CBTs. Sociocultural strategies assisted in this process. In addition, accounting for staff-wellbeing in volatile ecosystems was likely to increase the intervention's success.

### **Fidelity and Evaluation Questions**

The following evaluation and fidelity questions guided the intervention and program review:

**FQ1.** Were the competency based trainings implemented with fidelity across the treatment group such as frequency, length, meeting session objectives and participation?

**EQ1.** Did Competency-Based trainings within professional learning communities positively impact School Transformation Facilitators' self-efficacy in accomplishing key aspects of their job?



## **CHAPTER 4**

### **Intervention Procedure and Program Evaluation**

STFs across the TDS network are carrying out important change management work at each of their dedicated sites. However, as shown in the needs assessment and literature reviews, many stakeholders indicated the support provided to these STFs is not sufficient for them to feel high levels of self-efficacy around their work. A series of training sessions using competency-based practices within professional learning communities were identified as a viable intervention to improve STFs' self-efficacy on the job. The following section outlines the methodology used.

#### **Method**

The evaluation of the intervention used a quasi-experimental design and included two groups: a treatment and a comparison group. The study participants were recruited from 7 schools from 2 cities where the intervention was implemented and 3 schools in 3 cities where it was not implemented. Due to the small sample size and relative limits imposed by the context within which the study was done, the evaluation relied on a convergent parallel design, focusing on collecting, analyzing, and mixing both quantitative and qualitative data in a single study (Creswell, Plano Clark, Gutmann, & Hanson, 2003). The sections ahead outline the sample, tools, and procedure for the evaluation of the intervention.

#### **Sample and Selection Procedures**

In agreement with TDS's Co-Directors, the intervention focused on the 7 STFs in the cities of the region the author oversees (Philadelphia and New York City) and, thus, the estimated number of participants in the treatment group was 7. The counterfactual,

the comparison group participants were 3 STF's situated across three cities (East Baton Rouge, Tulsa, and Los Angeles). The original aim was to recruit 22 STF's (11 for each group) with the hope that they would agree to participate. The treatment group originally included Boston while the comparison group included Miami. However, several human resource issues such as resignations, terminations, and delays in hiring resulted in a participant pool of 7 STF's in the treatment and 3 in the comparison group. Additionally, the low comparison group participation rate might have been the result of a perceived sense of confusion from informal conversations with the author, with STF's citing a lack of professional development infrastructure in various localities. This was not entirely surprising nor negative reflection on local management given the organization at large does not have a required scope and sequence, frequency, nor dosage of supports that all STF's are expected to receive locally.

The pool of 22 STF's were selected due to these cities' providing comparison schools that approximated the treatment schools in mean (and median) enrollment;<sup>1</sup> contained a mix of smaller and larger schools, middle schools and high schools; and a diversity of STF experience levels. Table 1 describes the schools in each city, including their size, level (middle or high), and whether the STF assigned to the school was returning (veteran) or new to the job/school (novice).

### **Participant Recruitment**

All participants were recruited using a standard, IRB-approved email outlining the purpose of the study, its benefits and potential risks (Appendix E). A follow-up email to managers was also sent to encourage endorsement from management at the local level

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<sup>1</sup> Mean enrollment was 593 in the control schools and 680 in the treatment schools while median enrollment was 505 in the control schools and 435 in the treatment schools.

## Competency-Based Training for TDS School Transformation Facilitators

which included instructions for administering formative assessments after local trainings (if applicable).

### **Treatment Group Participation**

As aforementioned, human resources issues resulted in a 36% attrition rate, yielding only 7 participants in the treatment group from NYC and Philadelphia. Nevertheless, of those who actually received the treatment, all participated in the diagnostic and summative surveys.

Participation in the formative assessments was less consistent, with an average response rate of 71%. This low participation during formative assessments may have resulted from a sense of saturation, as participants provided feedback on the session in real-time after each session and were given a learning synthesis form to complete and keep after each (Appendix F).

### **Comparison Group Participation**

STFs in the comparison group were less ready to matriculate. Those that did (36%) did so after a 1:1 (at their request) or several emails back and forth with the author assuring them of anonymity. Of the five that matriculated by signing IRB consent, 80% completed the diagnostic and 60% the diagnostic and the summative surveys. Their participation represented 3 different locations: Tulsa, East Baton Rouge, and Los Angeles.

In two cases, comparison group STFs were confused about the purpose of the study as it was evident local trainings were not a norm in their cities and perhaps did not expect the study to be particularly illuminating. This was not entirely surprising given the fact that local managers do not receive specific guidance in terms of frequency, content,

or delivery methods for job-embedded training for STFs at the local level.

The comparison group was asked to complete formative surveys to determine whether there were differences or similarities between trainings offered to this group. This assumption was made under the premise that all localities carried out some sort of monthly professional development sessions, which proved to be inaccurate. Therefore, none of the comparison group STFs completed any formative assessments.

Although not entirely clear due to anonymity protection measures, participants' known demographic information (Figure 2) notes that 50% of the comparison group population came from Los Angeles, 25% from Tulsa and 25% from East Baton Rouge. It is not evident which of the two Los Angeles subjects went through with full participation, but we do know the Miami STF dropped from the study. The comparison group was comprised of at least 66% STFs serving in middle schools with student enrollment at their schools ranging from 307 to 869 students with an average of 501. In addition, it was clear that 66% of comparison group STFs self-identified as novices, having served in the role for less than 1 year.

Similarly, the treatment group represented an even split of STFs matriculating from NYC and Philadelphia and 75% of them served in middle schools. The student enrollment at treatment STFs' schools ranged from 235 to 1693 with an average of 755. Once again due to anonymity protection measures, it is unclear which STF from NYC dropped from the study, yet we can surmise that 57%-71% of participating STFs self-identified as novices.

## **Tools and Assessment Measures**

### **Diagnostic and Summative Self-Efficacy Assessments**

School leaders' sense of efficacy around their work is rooted in their belief they have cognitive and behavioral competencies necessary to regulate group processes in relation to goal achievement. This has serious implications on goal-setting, levels of aspiration, effort, adaptability, and persistence (McCormick, 2001; Bandura, 1986; Gist & Mitchell, 1992). In fact, McCormick (2001) claims that leadership self-efficacy is likely the most important cognitive variable influencing leaders' functioning in dynamic environments (p. 23). Most leader-efficacy studies rely heavily on Bandura's sociopsychological work on self-efficacy (e.g., 1982, 1986, 1988, 1997), which along with defining the meaning of self-efficacy also identifies the effects of self-efficacy perception on leaders' behaviors and their consequences.

The diagnostic and summative self-efficacy assessments were identical and were based on the principal self-efficacy scale (Tschannen-Moran & Gareis, 2004), which was designed as an adaptation on the Tschannen-Moran & Woolfolk Hoy's teacher self-efficacy scale (2001). The authors designed the scale after multiple attempts to measure principals' sense of efficacy using other methods (Tschannen-Moran & Gareis, 2004). The questions are adapted to begin with the sentence stem "In your current role as school transformation facilitator, to what extent can you..." and the nine-point scale is anchored at: 1 = none at all 3 = very little, 5 = some degree, 7 = quite a bit, and 9 = a great deal. The actual diagnostic/summative survey form can be found in the first part of Appendix B. Appendix G displays the item content and descriptive statistics for the full complement of items included on these surveys. A subset of these items was used to

## Competency-Based Training for TDS School Transformation Facilitators

create a six-item self-efficacy scale (see page 53). Growth on this scale was the primary outcome measure in this study.

### Formative Exit Slips

In addition to diagnostic and summative evaluation, measuring content delivery across training sites is an important measure of the fidelity of the competency-based training intervention. To increase delivery reliability, the author led all sessions and secured programmatic authorization to travel to do so. Collecting formative assessments (exit slips) provided useful course-correction data in terms of real-time improvements or in this case during the following session (Chitpin & Evers, 2015). Along with self-efficacy questions adapted from the principal self-efficacy scale, these surveys also included open-ended questions giving participants a chance to self-report on content fidelity. The second part of Appendix B displays the formative exit slip assessment tool.

### **Procedure**

The following section outlines the intervention as well as data collection and analysis strategies.

### **Intervention Methodology**

The intervention was divided into four monthly professional development sessions targeting the two competencies identified in the literature review as the most salient to the work of school turnaround: 1) Achievement, and 2) Impact & Influence. According to Steiner & Hassel (2011), the term “competency” refers to the underlying motives and habits — patterns of thinking, feeling, acting, and speaking — that cause a person to be successful in a specific job or role. The competency-based sessions identified for this intervention (see Appendix D) were adapted from those being used by

## Competency-Based Training for TDS School Transformation Facilitators

similar training programs such as Harvard's Ed.LD program and School Turnaround Leadership Institute as well as the NYC Leadership Academy (Gutierrez, 2015) and The Data-Wise Project (Boudett, City, & Murnane, 2013).

These sessions were selected because available research on self-efficacy can be reinforced by Mezirow's transformative learning theory (1991), as well as more contemporary research (Gregory & Kuzmich, 2004; Black & Wiliam, 1998) on differentiation in instruction for adults. The latter indicate the ability to influence, internalize information, and reflect on data is critical in the process of changing school-based practices.

The Data-Wise project, for instance, supports the aforementioned notion in that it outlines eight steps for concrete, manageable strategies that integrate actionable data-driven decision-making into the daily work at hundreds of schools. The project, which was formed in 2001 through collaboration between the Boston Public Schools and Dr. Richard Murnane, aimed at developing a model that captured how schools could use data effectively (Boudett et al., 2013).

The sequencing was such because it followed STF's natural scope of work in a job-embedded manner rather than as add-on training modules. That is to say, these trainings complemented the work they were expected to carry out at the specific time of the year they were delivered. For instance, STF's work on diagnosing problems at the site level in the first few months of the year; therefore, NYC Leadership Academy's session (Theory of Action: Diagnosis to Response) was selected and adapted because it provided a systematic process for tackling complex school-based challenges. Overcoming such challenges is a key skill for STF's to exhibit when mapping out a school's transformation

## Competency-Based Training for TDS School Transformation Facilitators

plan - the TDS organizational tool that outlines the many interventions and initiatives a school engages on each year in the hopes of improved student and school-wide outcomes.

Strategic planning and evaluation reflect other ongoing processes in which STFs engage their teams. Therefore, the second session was Harvard's Ed.LD session (Strategy in the Field), which aimed to help STFs develop a shared understanding of strategy and its importance to schools' success. This session was largely influenced by Sinek's (2011) concept of the "Golden Circle:" the naturally occurring pattern, rooted in the biology of human decision-making, that explains why people are inspired by some organizations, messages and leaders, but not by others.

Half-way through the year, STFs are typically encouraged to take a step back and course-correct where needed. Therefore, Harvard's School Turnaround Leaders' session (Turnaround Leadership session) was third in the training sequence. This session was selected because it served as the aforementioned program's strategy for teaching school turnaround leaders how to influence effective transformation by engaging and holding all stakeholders accountable to high-quality programming.

Finally, STFs went through a concrete case study in which they applied the content learned in previous sessions as well as data-driven decision making practices (The ACE Habits of Mind). This session was based upon the idea that what teams engage in is at least as important as how they approach their shared work (process). STFs were given a framework to help their teams cultivate a disciplined way of collaborating around student and school-level data to impact the instructional core.

These four sessions, which took place locally monthly from November through February, aimed to highlight evidence-based leadership strategies for school



## Competency-Based Training for TDS School Transformation Facilitators

improvement with particular focus on the competencies selected. The author had previously participated in all of them and also interviewed NYC Leadership Academy's Vice President of District Leadership Support to ensure adaptability to the role of the STF. Finally as previously stated, the author traveled to each city and led each session to ensure fidelity of implementation and integration of feedback from previous sessions.

### **Software**

School Transformation Facilitators completed electronic exit surveys outlined in the previous section and displayed in Appendix B. The data collection tool used for this study's diagnostic, formative, and summative surveys was generated using Qualtrics software, (free online version) of Qualtrics. This software provided the researchers the ability to track entries using aliases instead of real names in order to secure anonymity.

### **Activity – Treatment Group**

As noted previously, STFs in the treatment group cycled through four competency-based training sessions of about 90 minutes each. Beginning in October, participants in this group met monthly during their regularly scheduled professional development days and took part in these trainings. STFs in this group completed the diagnostic survey prior to beginning the first session, and the summative was delivered approximately four weeks after the final session to allow for assimilation and integration of learning into practice. After each session, they received an electronic survey (formative assessment) which was completed within 48 hours of the session's end.

### **Activity – Comparison Group**

School Transformation Facilitators in the comparison group continued to cycle through their routine professional development sessions their local managers delivered.

The frequency, content and modality of these were unknown to the author. STFs in this group were asked to complete the diagnostic and summative surveys in the same time frame as those in the treatment group. However, given that no formative surveys were received from this group, it is impossible to ascertain whether any trainings took place during this period for the comparison group.

### **Data Collection - Quantitative and Qualitative**

All diagnostic and summative assessments were created using the same technology (Qualtrics), an online survey system. There was no paper-based option. Participants in the treatment group were required to complete the diagnostic ahead of the first session, and those in the comparison group completed it at their leisure within one week of the treatment group. In addition, the link to formative exit slips was delivered to local managers for them to provide to STFs within 24 hours of their holding each professional development session between November 2015 and February 2016. The questions asked in the surveys were a mix of qualitative and quantitative data points, which were correlated for each participant.

The survey consisted of 16 questions (as seen in Appendix B). One demographic question was asked of participants: self-reported length of time having served as an STF. This outcome was binary whereby participants identified if this was their first year or if they had served for longer. Duration of career as STF was used as a covariate in a multivariate regression to assess the impact of treatment on subjects' self-perception. The remaining fifteen questions can be divided into two main sections: questions assessing (a) subjects' self-perception of achievement, and (b) subjects' self-perception of impact and motivation in terms of their roles as STFs. A subset of six key questions is discussed in

further detail in the following section as they pertain to STF perceived self-efficacy on the job.

Data was collected within IRB requirements for anonymity protection by having participants create aliases known only to them, which they used each time they completed a survey. There was no personal identifying information provided in the surveys. In addition, STFs not willing to participate in the study were not obligated to do so nor were they penalized for not completing any of the surveys. STFs could remove themselves from the study if they chose to by not completing any further surveys; however, all chose to remain in the study.

### **Data Storage**

Data was housed on a password-protected server on Qualtrics. An additional back-up version of the data was stored on-going on the student researcher's password-protected Johns Hopkins laptop.

### **Data Analysis**

The impact of the intervention on STF's self-efficacy/self-perceptions of effectiveness was estimated using multiple regression models with a self-perceived efficacy/effectiveness scale as the dependent variable, treatment/control group membership as the key independent variable and STF tenure (novice/veteran) as a covariate. Formative data was analyzed ongoing to ensure program course-correction in terms of logistics and delivery style. Formative data analysis helped ensure program fidelity, which will be discussed in the following section and in further detail in chapter 6. The intention was to study the fidelity of implementation of the intervention and use simple univariate t-tests to detect differences, if any, between the treatment and control

groups in the frequency of training, length of training sessions, and participation in training. However, given the lack of data provided from comparison group participants, this exercise was not carried out.

### **Fidelity of Implementation**

Fidelity of implementation was conceptualized in relation to the intervention as the degree to which the competency-based trainings and evaluations were delivered within the time, sequence, and design specified in the program as well as whether the treatment was significantly different than what those outside of the program received. Unfortunately, due to lack of reported data, the latter was not possible to analyze.

Generally speaking, fidelity of implementation has been measured in five ways in this industry (Dane & Schneider, 1998): (1) adherence to the program, (2) dose (the amount of the program delivered), (3) quality of program delivery, (4) participant responsiveness and (5) program differentiation (in Dusenbury, 2003). The most applicable measure of fidelity to this intervention was *dose*, which is defined as the level of completeness (duration, frequency) of an intervention (Dusenbury, 2003). In the case of this intervention, dose fit well because we were able to measure whether STFs were present, length of session, as well as whether the content was delivered as reported by the formative surveys.

High fidelity to implementation was defined as delivering sessions within the timeframe assigned. In addition, high fidelity required every STF to complete 75% of sessions sequentially within a six month period. Sessions needed to last between 60-90mins and be delivered during the work day within the regular professional development scope and sequence.

Low fidelity to implementation was defined, conversely, as STF completion of less than 75% of sessions sequentially or within the time period assigned and if sessions were shorter than 60 minutes. In addition, if STFs did not complete exit surveys on-time, it would not have been possible to determine whether sessions were being implemented with fidelity, so a low-fidelity mark would be assigned.

### Indicators of Fidelity to Implementation

The indicators of fidelity were grounded on the dose observed so keeping track of **frequency** and **length** of sessions as well as **content delivered** and **participation** was critical to determining fidelity levels. Using the outline presented by Nelson, Cordray, Hulleman, Darrow & Sommer (2012), self-reported surveys were used as tools for measuring the indicators of fidelity of implementation.

Self-report surveys were collected on-going to document STFs' feedback around delivery and impact of the sessions. The theory of treatment identified for this intervention was grounded on a basic two-step approach. Assuming that a key intervening variable (using competency-based trainings within professional learning communities of TDS STFs) directly impacts outcomes (STF self-efficacy) is easily represented by a two-step black-box approach as seen in Figure 3 (Leviton & Lipsey, 2007).

### Summary Matrix, Evaluation Question, and Fidelity Question

Table 2 highlights the indicators, data sources, collection tools, frequency and party responsible for collection.

The following evaluation and fidelity questions guided the research:

**EQ1.** To what extent do competency-based trainings within professional learning

communities influence TDS School Transformation Facilitators' perceived efficacy for implementing the TDS model of school transformation at their assigned sites?

**FQ1.** Were there differences between the treatment and control groups in fidelity of STF training (frequency, length, meeting sessions' objectives, and participation)?

#### Frequency

Frequency was an important fidelity indicator because it comprised a critical structural aspect of the intervention. Controlling for the rate at which participants (STFs) were exposed to the treatment increased the validity of the data collected and allowed for external corroboration that results could be analyzed for efficacy. If there had been great variance in frequency, given the small sample size, it would have been impossible to define with any certainty whether the intervention itself had an effect on results. STFs were asked to input the date of the session in the formative surveys. Once these were entered by participants, it became apparent whether frequency of trainings was adhering to fidelity needs. Participants were asked to indicate the session's date in dd/mm/yy format.

#### Length

Similar to frequency, the length of each competency-based training session was an important structural component of the intervention. Setting specific length requirements across all sessions prevented different sessions from exposing participants to additional or decreased content and helped to prevent faults in validity. Participants were asked to self-report the session's length as: less than 30 minutes; 30-60 minutes; 60-

## Competency-Based Training for TDS School Transformation Facilitators

90 minutes; or, 90+ minutes.

### Participation

Participation was another fidelity measure that provides reliability in the data collected. If there were high levels of attrition or a single site was over-represented, the data would skew to the context of a particular location. Due to travel and scheduling constraints, make-up sessions were not available to participants missing sessions.

### Content Delivery

Content delivery measures provided insight into whether each session successfully covered the content outlined in the agenda. This was measured using formative surveys to determine whether participants were able to accurately describe the session's objective as well as whether they felt the objectives were met.

## **CHAPTER 5**

### **Findings**

#### **Fidelity of Implementation**

Fidelity of implementation was assessed with self-reported questionnaires completed by those participants assigned to the treatment group. Participants were asked to report session length (with goal length intended to be 60-90 minutes), session title, session objective, and to assess if the session met its intended objective. Participants were also given the opportunity to explain how they could expect to integrate the practices in the field as well as given chance to provide improvement for the session delivery and/or content.

Across 4 sessions, a total of twenty-one formative assessments were completed. On average, each of the seven treatment group participants completed 3 formative

## Competency-Based Training for TDS School Transformation Facilitators

surveys (2.9) with two participants only completing two each. On average, the seven participants had a response rate of 71% with only one completing all four formative surveys. Additionally, these data showed that no session was less than 60 minutes in duration with 66.67% of sessions lasting between 60-90 minutes and 28.6% reporting that a session lasted greater than 90 minutes. When asked to identify the session objective correctly, 100% of them did so. According to field notes, 29% of treatment group STFs completed 3 sessions and 71% completed all four. These measures adhere to high fidelity of implementation across length, frequency, and participation. The following paragraph notes in more detail how fidelity to content delivery was measured.

As noted above, participants were asked to quantify if the session met its objective, numerically on a scale from 1 to 5. From the 21 questionnaires available, the average rating was 4.6. The minimum value ever rated was a 3. Out of the 21 samples, only one questionnaire reported a 3. The maximum value reported for session successfully meeting its objective was 5, which was reported 6 times. In spite of the perception that staff might be persuaded to rate these at higher rates due to my relationship to them, an across-the-board average of 4.6 coupled with a clear sense that objectives were met based upon synthesis of learning discussed below, suggests fidelity to implementation around content delivery was achieved.

### Qualitative Measures

With regard to qualitative measures, the author used a synthesis of learning protocol for all participants to indicate explicit ways in which they would integrate the session's objectives into their practice in the short term. Table 3 highlights sample responses offered after each session.



Additionally, at the conclusion of each session, different feedback processes were used (consistent with each session) in order to recalibrate delivery and environmental aspects the author could reflect upon prior to the next session. Figure 4 depicts several of these, which provided real-time qualitative data for immediate improvement.

Qualitative data collected through these mechanisms informed a variety of delivery changes from session to session. For instance, a request was made and honored for materials such as case-readings to be sent ahead of time in order to maximize time during the session. Additionally, the author provided the full instructional arch along with rationale for the sequencing after the first session due to participants expressing curiosity about it. In another case, several participants expressed a desire for sessions to take place during the lunch hour, so the author adjusted the delivery time for the next sessions in order to accommodate this request and also arranged for lunch to be provided to participants going forward. This responsiveness resulted in STFs having a perceived sense of buy-in in the trainings based upon their on-going comments appreciating the incorporation of their feedback into the following trainings.

### **Intervention Results**

Two identical surveys were administered pre- and post-intervention to the treatment and comparison group participants. These surveys were completed by participants outside the instructional environment with the pre-intervention questionnaire serving as a baseline against which the summative (or post-intervention survey) was compared. The author was blinded to the identities of the study participants to ensure anonymity. Participants were asked to create an alias, however, used to identify their corresponding answers. Participants consisted of two groups: those individuals who were

allocated to the intervention group (treatment) and those who were allocated to the group not receiving intervention (control).

### **Evaluation of School Transformation Facilitators' Current Efficacy**

The first step in assessing results was to create a composite with substantial internal validity reflecting capture of the same competency. Therefore, a 6-item composite was created as displayed in Table 4. These items highlight a similar theme of addressing STF's current efficacy at the time of intervention: Questions 3\_5, 2\_2, 3\_4, 4\_1, 2\_5, and 4\_3. These questions best captured the qualities and characteristics the STF position requires as demonstrated by the needs assessment. Appendix-F provides all-item analysis.

One can appreciate that across these six questions which target STF self-efficacy in terms of influence/motivation, for all six questions, the treatment group demonstrated a positive change in mean score from diagnostic to summative. In other words, STFs in the treatment group experienced a consistent increase in their self-efficacy ratings across these six questions. The average gain for the treatment group across each question ranged from 0.29 to 1.57, with a mean gain of 0.79. The largest gain of 1.57 was seen in the question targeting to what extent STFs feel they can motivate teachers. This may have resulted from a consistent messaging by the author about the importance of motivating teachers to implement the TDS model with fidelity in order for the school to improve across metrics important to teachers, such as attendance rates, test scores, college-readiness, and behavior. Across all four sessions, teachers were always referred to as the most important inflection point for the work of the STF as they are the ones carrying out the day-to-day changes suggested by the model. During the learning synthesis protocol described previously, STFs described informally the ways in which they would integrate

## Competency-Based Training for TDS School Transformation Facilitators

protocols or best practices shared during the session and most commonly these responses were related to their work with teachers. For example, one STF felt the Data-Wise protocol was so powerful, they brought their principal on board with it and are implementing it school-wide at their site in the coming school year.

Furthermore, at the time of diagnostic, the treatment group felt most positively about their ability to communicate with TDS staff (6.43 mean), such that the minimum growth seen may reflect the little room for improvement offered by the Likert scale (with an upper limit of 7). This minimum gain of 0.29 might have been influenced by the fact that STFs in Philadelphia experienced the loss of their direct supervisor (field manager) due to budgetary constraints. As a result, interim management structures were put in place, which might have influenced their perceived ability to communicate with this TDS staff with whom they didn't have such a robust established rapport with.

The question for which the treatment group at diagnostic felt the least confident about was in their effectiveness to incorporate TDS instructional assistance into the school's professional development strategy. However, by the time of the summative assessment, a mean growth of 0.43 was seen. Given that Philadelphia had also lost their local instructional staff due to the aforementioned budgetary issues, STFs in this city were beginning to get used to communicating with traveling instructional staff during the course of this study. This might have had an impact on their perceived self-efficacy around incorporating instructional assistance into the schools they served.

Conversely, for the same six questions, the control group experienced either a decrease in mean value from diagnostic to summative or no change in mean value. This means that by and large, STFs in the comparison group ended the study feeling worse

about their ability to carry out important job-related responsibilities. The only question for which the comparison group did not see a decrease in score was question 4\_3 which assessed to what extent STFs can motivate teachers. Similar to the treatment group, the mean score value at diagnostic for this question was also the highest. For the other five questions, all mean scores dropped between diagnostic and summative. The range in mean value change between score and diagnostic was -0.33 to -1.

The largest drop was seen for question 3\_5 with a mean drop of 1. Similar to the treatment group, at time of diagnostic, the comparison group felt least confident about their ability to incorporate TDS instructional assistance into the school's professional development strategy. These items demonstrate internal validity as evidenced by a Cronbach's alpha at diagnostic of 0.80 and 0.85 at summative. These support internal consistency reliability for a 6-item scale, particularly as these are also strongly anchored around influence/motivation skills identified during the needs assessment as critical to the role of the STF.

### **Outcome Analysis**

In order to evaluate the significant impact of treatment and intervention on self-efficacy in light of possible covariates and/or cofounders, a regression analysis was conducted allowing for control of included covariates. The dependent variable, growth in assessment score, was reflective of change between diagnostic and summative numerical values. As described in Table 4, six particular questions targeted School Transformation Facilitators' current efficacy. The results outlined below represent positive and statistically significant impacts on growth in self-efficacy between those participating in the treatment and comparison groups.

## Competency-Based Training for TDS School Transformation Facilitators

This 6-question composite was created because they are the most salient in measuring STF's self-efficacy scores. For this multivariate analysis, the dependent variable was defined as mean growth in assessment score,  $\bar{x}$ , whereby  $\bar{x} = (\Sigma(S1 + S2 + \dots) - \Sigma(D1 + D2 + \dots))/n$  whereby the change in score from diagnostic to summative for each sub-question (e.g. the six sub-questions targeting self-efficacy, with  $n=6$ ) was included to calculate the value of the dependent variable  $\bar{x}$ . This strategy was employed for two-reasons: using the change variable allowed for generation of a continuous variable that could, dependent on sample size, take on any value (both negative and positive). Additionally, as the nature of this intervention was targeted at assessing the outcome of efficacy as describe above (and not per se the individual sub-questions), using the numerical values for each sub-question would limit the spread that  $\bar{x}$  could take.

Therefore, two separate linear regressions were generated with the goal of assessing significance of intervention. The first model included treatment group as a binary category as the only predictor variable included in the model while the second regression included a binary covariate assessing if participants had served as an STF for one year or less. Our hypothesis remained that treatment group was significantly associated with higher change values. Regression results are reported below by question.

When assessing for the influence of treatment group when controlling for experience as an STF, the treatment variable remained significantly associated with the dependent variable, which supports the assertion those STF's in the treatment group felt better equipped to do their jobs after participating in the competency-based trainings. Additionally, with its positive beta coefficient, those in the treatment group were noted to have a positive association with improved mean scores for the composite of efficacy.

## Competency-Based Training for TDS School Transformation Facilitators

Conversely, and as expected, serving  $\leq 1$  year as an STF was associated with a decrease in score for the composite outcome of efficacy. However, that difference was not statistically significant. Importantly, multivariate analysis with inclusion of time having served as an STF identified that even with controlling that covariate, treatment group persisted in having a positive relationship on change in the six question composite targeting efficacy. Therefore, whether STFs were novice or veteran did not have a bearing on the impact of the trainings.

### Assessing Impact

In evaluating the impact question (EQ1: Did Competency-Based trainings within professional learning communities positively impact School Transformation Facilitators' self-efficacy in accomplishing key aspects of their job?), Table 5 (panel A) demonstrates a regression at diagnostic to evaluate any significant difference between treatment and comparison groups at baseline. What Panel A shows is that the comparison group, on average, started with self-reported score of 6 on the scale while treatment group started reporting less self-efficacious rating (-0.41). The treatment coefficient looked to see if there were differences at the onset of the study. Across this composite, the mean in the treatment group was approximately 5.59 compared to 6.00 in the comparison group. There was not a statistically significant difference, which is good in terms of comparing the groups. The estimated effect size was such that the treatment group was feeling less efficacious than comparison group participants at the onset of the study. While a -0.34 difference is not ideal, it sustains the claim that participants in the treatment group overcame significant self-efficacy deficits during the time-span evaluated.

### Comparison Group

Although the groups were not quite comparable, the effect size was below  $-0.125$ , the standardized regression coefficient tells us on average the comparison group lost on about 0.56 of a scale point in their perceived self-efficacy. This is important because it indicates STF in the comparison group not only did not increase in terms of their self-efficacy scores, but saw an inverse relationship between time on the job and reported self-efficacy. This finding represents a positive outcome for the intervention, but highlights an alarming support issue for the organization, which will be further addressed in the discussion section.

### Treatment Group

The negative association in self-efficacy in the comparison group stands in contrast to the 1.34 scale points gained by treatment group participants. As noted in Table 5 (Panel B), the growth associated with the treatment group was positive and statistically significant. When including STF veteran status as a covariate as in Panel C, the treatment group independent variable maintained significance. An effect size like what was observed (1.17 standard deviations) is significant especially since controlling for STF experience level did not have a statistically significant impact on whether there was an increase in perceived self-efficacy. This means STFs were more likely to have an increase in self-efficacy across the six-item composite if they received the treatment, which underscores the need for this type of evidence-based support.

### Discussion

When setting out on this study, a desire to diagnose gaps, identify potential evidence-based solutions, and ultimately improve upon existing support structures for STFs fueled our ongoing process. Understanding that only about half of school leaders stay for three years (McLester, 2011), it was important to address potential avenues to

retain STFs who are tirelessly working to support schools and districts that have traditionally struggled to sustain and spread successful turnaround efforts (Stoll et al., 2006).

In designing the intervention, it became apparent that the STF role did not have many parallel roles across existing research, and so comparisons were drawn between principal training programs for turnaround schools as well as for instructional coaches (Steiner & Hassel, 2011; McLester, 2011; Stoll et al., 2006; Steiner et al., 2008; Spencer & Spencer, 1993; Copeland & Neeley, 2013; Casey, 2011). When defining criteria for a fairly new role, research suggests designers should envision what actions the expected outcomes will require of those in the role (Hay Group, 2010). Therefore, TDS and other school reform efforts may extrapolate from this quasi-experimental intervention to further design robust support frameworks for school improvement leaders.

Having isolated evidence indicating that STFs receiving competency-based trainings on a monthly basis had a positive association with self-efficacy is encouraging news to those leading reform efforts with school-embedded personnel. Instead of creating a system from scratch, research suggests TDS and other sister organizations may consider integrating and customizing their own competency-based training frameworks adapting content to specific local needs accounting for validated research-based approaches to leadership in the turnaround space (Steiner & Hassel, 2011).

The data presented in this analysis notes a negative association in perceived self-efficacy amongst comparison group STFs between the beginning and end of the study. Therefore, there is sufficient evidence to posit that, over time, STFs will continue to experience lower levels of self-efficacy without deliberate job-embedded supports. One



## Competency-Based Training for TDS School Transformation Facilitators

way to address this, based on these findings, is to systematize competency-based trainings across all TDS localities. Cross-training local management (Field Managers/Executive Directors) to serve as ad-hoc trainers is one approach to achieve this, in the absence of financial resources to dedicate a full-time person to the project. Given that only 13% of TDS's 15 local operations count with instructional and organizational support staffs, local managers are likely the best conduit for delivery of these competency-based trainings (See Appendix H).

### Limitations

This quasi-experimental study provides TDS with an initial window into how it might improve and enhance local field supports for STFs. However, given the small sample size and geographic proximity of treatment STFs, it is hard to generalize these results for all STFs across all localities. Additionally, based upon informal conversations, some STFs and Field Managers in the target comparison and treatment pool may have perceived participation in the study as a punitive measure, rather than an opportunity for organizational learning and personal growth. This likely resulted in low buy-in at the local level and contributed to the low matriculation rate and participation rates.

### Future Directions

TDS has made great strides in the right direction with the generous support of the Edna McConnell Clark Foundation by regionalizing program operations into portfolios of cities with regionally based supervision, amongst other reforms. However, in order to build on the momentum and results found herein, it remains a critical part of the work to continue researching, field-testing, refining and improving upon systems of support for field staff. One such avenue might be through additional staff members pursuing part-

## Competency-Based Training for TDS School Transformation Facilitators

time doctoral research through the online Ed.D program at Johns Hopkins University, TDS's own home base.

The organization should consider carrying out a second study with an increased sample size. By doing so, further research may aid in identifying other statistically significant positive or negative associations between other undiscovered competencies that may still remain as relevant to the work of comprehensive school reform leadership and perceived self-efficacy ratings of STFs.

TDS, and arguably many similar non-profit organizations, traditionally doesn't devote the financial capital to a dedicated human assets strategy that integrates research, field test, and customization with personnel to support a systemic framework. The Nonprofit Overhead Cost Study, a five year research project conducted by the Urban Institute's National Center for Charitable Statistics and the Center on Philanthropy at Indiana University, found that underfunding overhead activities such as staff training can have "disastrous effects." The researchers analyzed over 220,000 IRS Form 990s and conducted 1,500 in-depth surveys of organizations with annual revenues above \$100,000. This project, coordinated with support from the Bridgespan Group found: staff members who did not receive the training needed for their positions had impacts felt far beyond the office: poorly trained staff cannot deliver quality services to beneficiaries (Gregory & Howard, 2009). This underscores insufficient funding for professional development is a commonplace occurrence in the non-profit world and, as such, we must account for the pressure to default this way when considering resource development and allocation of supports for field staff.

Finally, instituting internal measures that build efficiency around staff support

## Competency-Based Training for TDS School Transformation Facilitators

must be put in place. A semi-annual staff survey or similar needs assessment such as the one carried out for this study (2014) would provide the various levels of management with the feedback loops to calibrate support systems and ensure continuous program enhancement. As a best-in-class organization with an exceptional programmatic track record deeply entrenched and reliant on evidence-based practices, TDS has the makings to become a bona fide research engine that constantly improves and enhances our program and internal infrastructure, and in so doing, modeling the same change management practices we expect our client schools to embrace (TDS, 2015).

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**TABLES**

Table 1- Recruitment pool: description of the schools who's STF's were invited to participate

| <b>City</b>             | <b>School</b>        | <b>HS or MS</b> | <b># of Students</b> | <b>Group</b> | <b>STF Level</b> |
|-------------------------|----------------------|-----------------|----------------------|--------------|------------------|
| <b>Miami</b>            | Booker T. Washington | HS              | 526                  | Control      | Veteran          |
| <b>Miami</b>            | Miami Carol City     | HS              | 787                  | Control      | Veteran          |
| <b>Miami</b>            | Allapatah            | MS              | 505                  | Control      | Veteran          |
| <b>Miami</b>            | Homestead            | HS              | 958                  | Control      | Veteran          |
| <b>East Baton Rouge</b> | Broadmoor            | MS              | 461                  | Control      | Veteran          |
| <b>East Baton Rouge</b> | Capitol              | MS              | 351                  | Control      | Novice           |
| <b>Tulsa</b>            | Webster              | HS              | 480                  | Control      | Veteran          |
| <b>Tulsa</b>            | Clinton              | MS              | 307                  | Control      | Novice           |
| <b>Los Angeles</b>      | Manual Arts          | HS              | 800                  | Control      | Novice           |
| <b>Los Angeles</b>      | Clinton              | MS              | 869                  | Control      | Veteran          |
| <b>Los Angeles</b>      | Jefferson            | HS              | 477                  | Control      | Veteran          |
| <b>New York City</b>    | Newtown              | HS              | 1791                 | Treatment    | Veteran          |
| <b>New York City</b>    | Ericsson             | MS              | 316                  | Treatment    | Novice           |
| <b>New York City</b>    | Martin Van Buren     | HS              | 1693                 | Treatment    | Novice           |
| <b>New York City</b>    | Holcomb              | HS              | 269                  | Treatment    | Novice           |
| <b>New York City</b>    | Fannie Lou Hamer     | MS              | 265                  | Treatment    | Novice           |
| <b>Boston</b>           | McCormack            | MS              | 612                  | Treatment    | Novice           |
| <b>Boston</b>           | The English          | HS              | 564                  | Treatment    | Veteran          |
| <b>Philadelphia</b>     | Wilson               | MS              | 1145                 | Treatment    | Veteran          |
| <b>Philadelphia</b>     | Beeber               | MS              | 156                  | Treatment    | Novice           |
| <b>Philadelphia</b>     | Grover               | MS              | 435                  | Treatment    | Veteran          |
| <b>Philadelphia</b>     | Rhodes               | MS              | 235                  | Treatment    | Novice           |

## Competency-Based Training for TDS School Transformation Facilitators

Table 2. Indicators, data sources, collection tools, frequency and party responsible for collection

| <b>Indicator</b>   | <b>Data Source(s)</b>              | <b>Data Collection Tool</b>              | <b>How Often</b>  | <b>Responsibility</b> |
|--|------------------------------------|--|---|-----------------------|
| Self-Efficacy/ Effectiveness                                     | Summative Self-Efficacy Assessment | Qualtrics                                | Diagnostic (within 7 days of first session) and Summative (4 week after last session) | Author                |
| Training Frequency   | Self-Report Exit Surveys           | Qualtrics                                | Monthly, after each session   | Author                |
| Training Length  | Self-Report Surveys; Observation   | Qualtrics; field notes on start/end time | Monthly, after each session   | Author                |
| Did content delivered during training meet session's objectives? | Self-Report Surveys                | Qualtrics; field notes on delivery       | Monthly, after each session   | Author                |



Table 3. Qualitative data: sample responses offered after each session

| Session Title                | Synthesis of Learning  |
|------------------------------|--|
| <b>Theory in Action</b>      | <i>"I will use the strategies to facilitate teacher and student practices that create strong communal roles with our school."</i>  |
|                              | <i>"I expect to use it as a problem solving and planning tool"</i>   |
|                              | <i>"To create time to diagnose root causes of challenging concerns and develop a more strategic response using this framework."</i>  |
|                              | The handouts were very useful and can be duplicated in multiple situations.  |
| <b>Turnaround Leadership</b> | <i>"With communication with school leadership and staff"</i>   |
|                              | <i>"Looking at the various stakeholders and making sure the balance of the group covers the needed skills for change. This training widened my perspective of transformation."</i>     |
|                              | <i>"Will use it to evaluate the methods used at my school to effect change."</i>   |
|                              | <i>"Taking time to analyze and plan in advance in approach to school turnaround or reform."</i>  |
|                              | <i>"I would use the competency base strategy to incorporate into a lesson (planning ahead, developing others, monitoring and directedness). I will also use it as a game."</i>         |
| <b>Strategy in the Field</b> | <i>"The rubric was very helpful. I plan to use it with the leadership team to assess if our data room is highly effective and being used to inform decision making at our school."</i> |
|                              | <i>"I plan to use the SOS Rubric to examine the initiatives already in place to ensure they are effective."</i>  |
|                              | <i>"I will use strategies to facilitate grade groups and my focus teams."</i>  |
|                              | <i>"Great questions to ensure thoroughness of project."</i>  |
|                              | <i>"I plan to use the rubric provided to think more comprehensively about the implementation of my initiatives, particularly around creating sustainability."</i>                      |
| <b>ACE Habits of Mind</b>    | <i>"By implementing the stop light process and other elements described. Very helpful."</i>  |
|                              | <i>"Use these tools to examine how we read and analyze data regarding implementation."</i>   |
|                              | <i>"I expect to use this in my team meetings."</i>   |

Table 4. STF's current efficacy at the time of diagnostic and summative assessments and growth in efficacy: item and scale content, means, (standard deviations), and scale reliability

| Item or Scale  | Time                              | Treatment<br>(N=7)                               | Comparison<br>(N=3)                               | Total  |
|--|-----------------------------------|--|---|--|
| 3_5. [Effectiveness in...] Incorporating TDS instructional assistance (Math/ELA) into the school's professional development strategy | @Diag.<br>@Summ.<br><b>Growth</b> | 5.00 (1.73)<br>5.43 (.98)<br><b>0.43 (1.72)</b>  | 4.67 (2.08)<br>3.67 (3.06)<br><b>-1.00 (1.00)</b> | 4.90 (1.73)<br>4.90 (1.85)<br><b>0.00 (1.63)</b> |
| 2_2. I influence my school's leadership on important data-driven decision making.  | @Diag.<br>@Summ.<br><b>Growth</b> | 5.29 (1.89)<br>5.86 (1.22)<br><b>0.57 (1.27)</b> | 6.00 (.00)<br>5.67 (.58)<br><b>-0.33 (.58)</b>    | 5.50 (1.58)<br>5.80 (1.32)<br><b>0.30 (1.16)</b> |
| 3_4. [Effectiveness in...] Facilitating data-driven conversations at school leadership meetings                                      | @Diag.<br>@Summ.<br><b>Growth</b> | 5.29 (1.80)<br>6.29 (.95)<br><b>1.00 (1.00)</b>  | 5.33 (2.08)<br>4.67 (1.53)<br><b>-0.67 (.58)</b>  | 5.30 (1.77)<br>5.80 (1.03)<br><b>0.50 (1.18)</b> |
| 4_1. [To what extent can you...] Generate enthusiasm for a shared vision for the school?   | @Diag.<br>@Summ.<br><b>Growth</b> | 5.86 (1.68)<br>6.71 (1.80)<br><b>0.86 (1.46)</b> | 6.67 (2.08)<br>6.00 (1.73)<br><b>-0.67 (.58)</b>  | 6.10 (1.73)<br>6.50 (1.72)<br><b>0.40 (1.43)</b> |
| 2_5. I communicate with city-based TDS staff in a way that supports my ability to do my job well.                                    | @Diag.<br>@Summ.<br><b>Growth</b> | 6.43 (.79)<br>6.71 (.49)<br><b>0.29 (.49)</b>    | 6.67 (.58)<br>6.00 (1.73)<br><b>-0.67 (1.15)</b>  | 6.50 (.71)<br>6.50 (.97)<br><b>0.00 (.82)</b>    |
| 4_3. [To what extent can you...] Motivate teachers?  | @Diag.<br>@Summ.<br><b>Growth</b> | 5.71 (2.29)<br>7.29 (1.50)<br><b>1.57 (2.07)</b> | 6.67 (.58)<br>6.67 (2.08)<br><b>0.00 (1.73)</b>   | 6.00 (1.94)<br>7.10 (1.60)<br><b>1.10 (2.02)</b> |
| Six-Item Efficacy Scale (Cronbach's Alpha: @Diag = .80, @Summ = .85)   | @Diag.<br>@Summ.<br><b>Growth</b> | 5.60 (1.25)<br>6.38 (.88)<br><b>0.79 (.65)</b>   | 6.00 (1.01)<br>5.44 (1.49)<br><b>-0.56 (.48)</b>  | 5.72 (1.14)<br>6.10 (1.10)<br><b>0.38 (.87)</b>  |

Table 5. Summary of regression analyses

Panel A. Testing the Equivalence at Baseline (@Diagnostic Assessment) of School Transformation Facilitators' Efficacy in the Treatment and Comparison Group

| <i>Parameter</i>                         | <i>Unstandardized Regression Coefficient</i> | <i>Standard Error</i> | <i>Effect Size</i> |
|--|--|-----------------------|--------------------|
| <i>Intercept (Comparison Group Mean)</i> | <i>6.00***</i>                               | <i>.69</i>            |                    |
| <i>Treatment</i>                         | <i>-.41</i>                                  | <i>.83</i>            | <i>-.34</i>        |
| <i>R<sup>2</sup> = .03</i>               |  |                       |                    |

Panel B. Testing the Impact of Treatment on Growth in School Transformation Facilitators' Efficacy

| <i>Parameter</i>                                   | <i>Unstandardized Regression Coefficient</i> | <i>Standard Error</i> | <i>Effect Size</i> |
|--|--|-----------------------|--------------------|
| <i>Intercept (Mean Growth in Comparison Group)</i> | <i>-.56</i>                                  | <i>.35</i>            |                    |
| <i>Treatment</i>                                   | <i>1.34**</i>                                | <i>.42</i>            | <i>1.12</i>        |
| <i>R<sup>2</sup> = .56</i>                         |  |                       |                    |

Panel C. Testing the Impact of Treatment on Growth in School Transformation Facilitator's Efficacy While Controlling for STF's Level of Experience (Novice or Veteran)

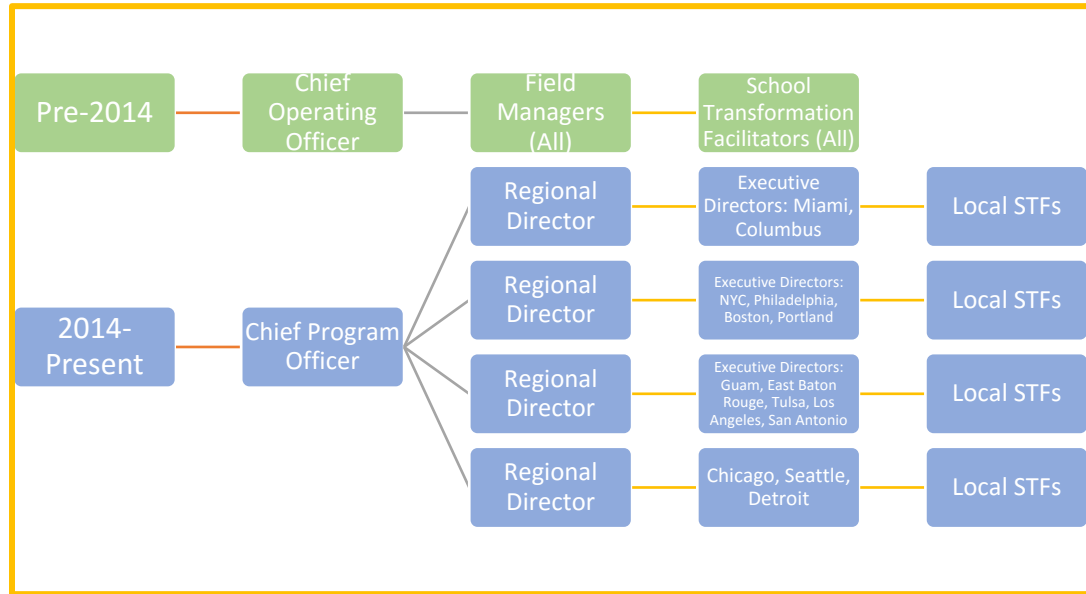
| <i>Parameter</i>     | <i>Unstandardized Regression Coefficient</i> | <i>Standard Error</i> | <i>Effect Size</i> |
|----------------------|--|-----------------------|--------------------|
| <i>Intercept</i>     | <i>-.35</i>                                  | <i>.34</i>            |                    |
| <i>Treatment</i>     | <i>1.40**</i>                                | <i>.38</i>            | <i>1.17</i>        |
| <i>Veteran STF</i>   | <i>-.62</i>                                  | <i>.36</i>            |                    |
| <i>R<sup>2</sup></i> | <i>.69</i>                                   |                       |                    |

*Note.* Effect sizes were computed by dividing each treatment effect by 1.20 (the pooled standard deviation of the STF Efficacy Scale at Baseline).

\* $p \leq .05$  \*\* $p \leq .01$  \*\*\* $p \leq .001$

Figure 1. TDS regionalization process.

This figure illustrates Talent Development Secondary's organizational structure pre and post-2014.



## Competency-Based Training for TDS School Transformation Facilitators

Figure 2. Participant demographics.

This figure illustrates the known demographic data of participants who returned a signed IRB form

| City             | HS/MS | Enrolled | Group     | STF Level | Consent Form Sent | Consent Form Received | Diagnostic Sent | Formative 1 Sent | Formative 2 Sent | Formative 3 Sent | Formative 4 Sent | Summative Sent |
|------------------|-------|----------|-----------|-----------|-------------------|-----------------------|-----------------|------------------|------------------|------------------|------------------|----------------|
| Miami            | MS    | 505      | Control   | Veteran   | 10/26/2015        | 11/12/2015            | 11/13/2015      | unknown          | unknown          | unknown          | unknown          | 3/27/2016      |
| East Baton Rouge | MS    | 351      | Control   | Novice    | 10/26/2015        | 10/27/2015            | 11/8/2015       | unknown          | unknown          | unknown          | unknown          | 3/27/2016      |
| Tulsa            | MS    | 307      | Control   | Novice    | 10/26/2015        | 11/5/2015             | 11/8/2015       | unknown          | unknown          | unknown          | unknown          | 3/27/2016      |
| Los Angeles      | MS    | 869      | Control   | Veteran   | 10/26/2015        | 10/29/2015            | 11/8/2015       | unknown          | unknown          | unknown          | unknown          | 3/27/2016      |
| Los Angeles      | HS    | 477      | Control   | Veteran   | 10/26/2015        | 11/15/2016            | 11/15/2016      | unknown          | unknown          | unknown          | unknown          | 3/27/2016      |
| New York City    | HS    | 1791     | Treatment | Veteran   | 10/26/2015        | 11/12/2015            | 11/12/2015      | 11/12/2015       | 12/18/2015       | 1/29/2016        | 2/12/2016        | 3/7/2016       |
| New York City    | MS    | 316      | Treatment | Novice    | 10/26/2015        | 10/28/2015            | 11/8/2015       | 11/12/2015       | 12/18/2015       | 1/29/2016        | 2/12/2016        | 3/7/2016       |
| New York City    | HS    | 1693     | Treatment | Novice    | 10/26/2015        | 11/6/2015             | 11/8/2015       | absent           | 12/18/2015       | 1/29/2016        | 2/12/2016        | 3/7/2016       |
| New York City    | MS    | 265      | Treatment | Novice    | 10/26/2015        | 11/7/2015             | 11/8/2015       | 11/12/2015       | 12/18/2015       | 1/29/2016        | 2/12/2016        | 3/7/2016       |
| Philadelphia     | MS    | 1145     | Treatment | Veteran   | 10/26/2015        | 10/29/2015            | 11/8/2015       | 11/19/2015       | 12/17/2015       | 2/1/2016         | 2/19/2016        | 3/20/2016      |
| Philadelphia     | MS    | 156      | Treatment | Novice    | 10/26/2015        | 11/10/2015            | 11/10/2015      | 11/19/2015       | 12/17/2015       | 2/1/2016         | 2/19/2016        | 3/20/2016      |
| Philadelphia     | MS    | 435      | Treatment | Veteran   | 10/26/2015        | 11/4/2015             | 11/8/2015       | 11/19/2015       | 12/17/2015       | 2/1/2016         | absent           | 3/20/2016      |
| Philadelphia     | MS    | 235      | Treatment | Novice    | 10/26/2015        | 11/13/2015            | 11/13/2015      | 11/19/2015       | 12/17/2015       | 2/1/2016         | 2/19/2016        | 3/20/2016      |

Figure 3. Two-step black-box approach.

This figure illustrates the key intervening variable directly impacting outcomes.

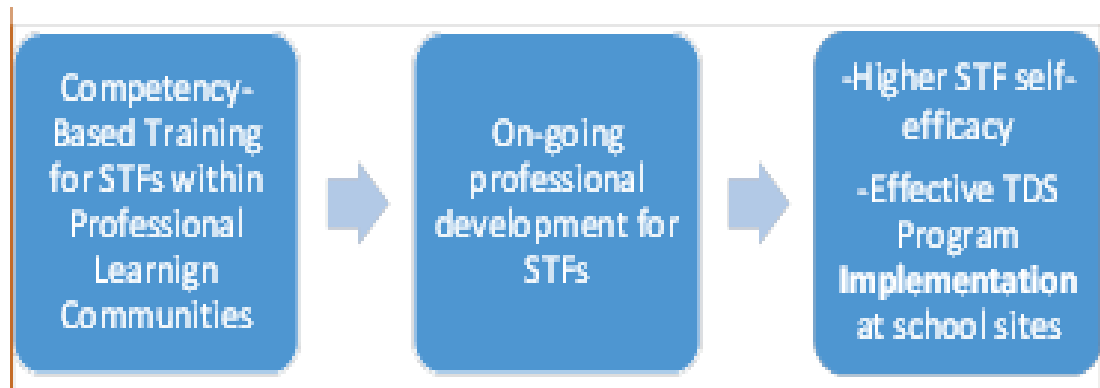
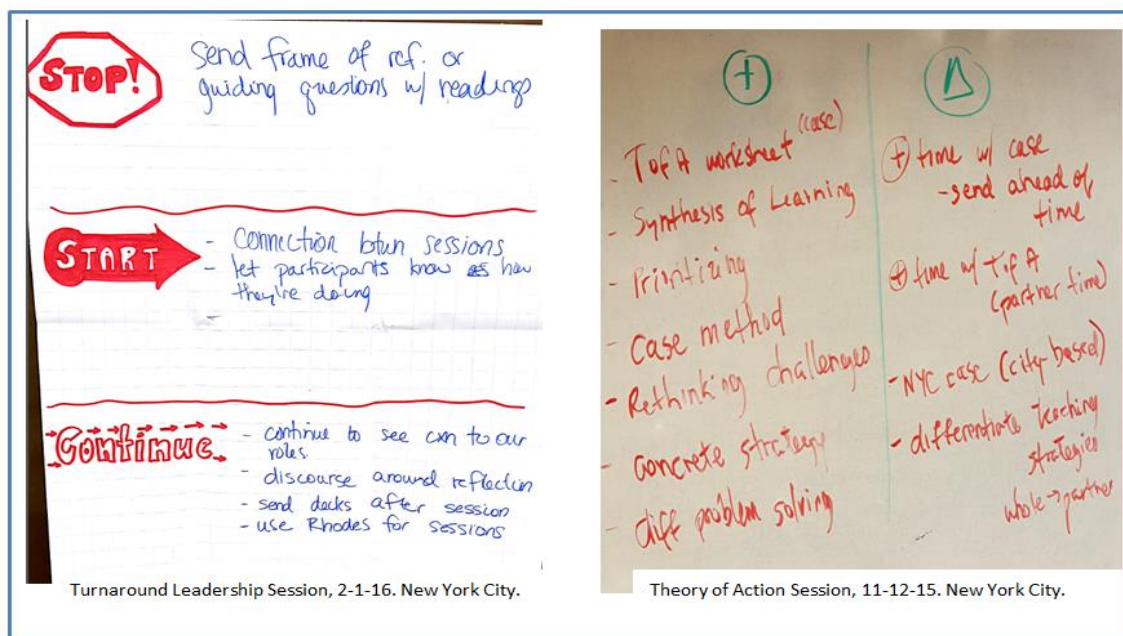


Figure 4. Sample feedback protocols used.

This figure illustrates protocols used at the end of sessions to gather qualitative data.



## APPENDICES

### Appendix A- Terms

|   |  |
|---|--|
| Communities in Schools (CIS)            | A nationwide network of professionals working in public schools to surround students with a community of support. CIS provides an on-site coordinator, often a masters-level social worker to organize and case-manage interventions for students requiring intensive social and behavioral supports at DN schools; at some DN schools, 1-2 interns provide additional support.  |
| City Year                               | A non-profit organization that brings young adults, 17-24 years old, into a school to provide literacy and math tutoring, attendance and behavior coaching, and enrichment programming.  |
| Diplomas Now                            | A proven approach to helping the most challenged students in America’s largest cities prepare for college or career through a partnership among three nonprofits: Johns Hopkins University TDS/Philadelphia Education Fund, City Year, and Communities in Schools, along with school districts and funders. It is the first fully integrated approach that improves a school’s curriculum and instruction while “providing the right students with the right support at the right time.” |
| Early Warning Indicators (EWIs)         | Signals indicating that a student’s chances of graduating from high school are in jeopardy. EWIs most predictive of the majority of eventual dropouts are attendance, behavior in school, and English and/or math course-passing.  |
| EWI Meeting                             | The DN team’s weekly or biweekly gathering to discuss and plan interventions for individual students showing indicators for dropping out of high school.   |
| EWI Team                                | The STF, teachers, City Year staff, and Communities in Schools staff who meet formally weekly or biweekly for EWI meetings. At some schools, the team may also include school counselors and administrators who work with the same group of students.  |
| School Transformation Facilitator (STF) | The School Transformation Facilitator is an on-site coordinator for the Diplomas Now (DN) program. The STF collects and manages all DN student data (attendance, behavior, and course performance), leads the EWI team meetings, facilitates communication among partners, and is the “grease and the glue” of DN.   |
| TDS (TDS)                               | A research-based comprehensive secondary school reform model developed and operated by the Everyone Graduates Center at Johns Hopkins University   |
| Veteran STF                             | An STF that is at least in their second school year in the role during SY15-16.  |
| Novice STF                              | An STF that is in their first year in the role during SY15-16.   |

*Adapted from: Herzog, Davis & Legters, 2013*



## Appendix B – Qualtrics Surveys

### Diagnostic/Summative Survey

Alias? This identifier should be the same one used during the diagnostic and exit-surveys in order to protect anonymity.

Is this your first school year as an STF with TDS?

Yes

No

Please rate the following statements based on how you perceive your current effectiveness

|   | Very Ineffective      | Ineffective           | Somewhat Ineffective  | Neither Effective nor Ineffective | Somewhat Effective    | Effective             | Very Effective        |
|---|-----------------------|-----------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|-----------------------|
| I influence my school's leadership on important decisions regarding instruction   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I influence my school's leadership on important data-driven decision making   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I lead my school leadership team in strategic planning related to intervention selection at the whole-school, grade level, and 1:1 student level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I communicate with school-based (non-TDS) staff in a way that supports my ability to do my job well   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I communicate with city-based TDS staff in a way that supports my ability to do my job well   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I balance multiple priorities in a way that supports my ability to do my job well without compromising personal life                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Competency-Based Training for TDS School Transformation Facilitators

Please select the option that best describes your feelings around implementing the following TDS components effectively

|   | Very<br>Difficult     | Difficult             | Somewhat<br>Difficult | Neutral               | Somewhat<br>Easy      | Easy                  | Very<br>Easy          |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Facilitation of EWI Meetings  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coordination of partnerships  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparing EWI reports   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilitating data-driven conversations at school-leadership meetings                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Incorporating TDS instructional assistance (math/ELA) into the school's professional development strategy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In your current role as an STF, to what extent can you...

|  | 1. Not<br>At All      | 2.                    | 3.<br>Very<br>Little  | 4.                    | 5.<br>Some<br>Degree  | 6.                    | 7.<br>Quite<br>a Bit  | 8.                    | 9. A<br>Great<br>Deal |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Generate enthusiasm for a shared vision for the school?                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Manage change in your school?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Motivate teachers?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shape the operational policies and procedures that are necessary to implement the TDS model? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Competency-Based Training for TDS School Transformation Facilitators

## Formative Survey

Alias? Please indicate the alias you selected during the diagnostic survey for the purposes of this study. This alias is unique to you and ensures your anonymity.

Please indicate the session's date (mm/dd/yyyy)

Is this your first school year as an STF with TDS?

Yes

No

Please indicate the length of today's session

less than 60min

60min to 90min

90+ min

Please select which session you participated in today

Theory of Action: Diagnosis to Response

Strategy in the Field

Turnaround Leadership

The ACE Habits of Mind

Please briefly describe today's session's objective

Please indicate to which level you agree with the following statement:

|                                     | Strongly Disagree     | Disagree              | Neither Agree nor Disagree | Agree                 | Strongly Agree        |
|-------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| we met today's session's objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

How do you expect to integrate the content into your practice?

Anything you'd like to see improved before next time?

Appendix C – The Needs Assessment: Research Questions and Data Acquisition

Methods

| <b>Research Questions</b>   | <b>Data Collection Method</b>   |
|---|---|
| 1. What are the key competencies School Transformation Facilitators must possess in order to lead their school teams effectively?         | Key informant interviews with selected participants from the North East region using the survey as prompts. Interviews were audio-recorded.<br>Survey to TDS staff and partner organization staff in the North East region. |
| 2. How are School Transformation Facilitators supported in developing skills needed to lead their school teams effectively?               | Survey to TDS staff and partner organization staff in the North East region with open-ended and Likert scale questions.   |
| 3. What can TDS contribute in terms of professional development to School Transformation Facilitators in effectively leading their teams? | Survey to TDS staff and partner organization staff in the North East region with open-ended and Likert scale questions.   |

# Competency-Based Training for TDS School Transformation Facilitators

## Appendix D - Competency-Based Training Sessions

| <b>Control Group</b>   |  |  |                                |
|--|--|--|--------------------------------|
| <b>Session's Title</b>   |  | <b>Objective</b>   | <b>Delivery Date</b>           |
| The frequency, content and modality of training sessions in the control group are not known by the author. |  | • Diagnostic Survey  | Prior to session               |
|  |  | • Formative Exit Slips   | Immediately after each session |
|  |  | • Summative Survey   | 4 weeks after last session     |
| <b>Treatment Group</b>   |  |  |                                |
| <b>Session's Title</b>   | <b>Adapted from</b>  | <b>Objective</b>   | <b>Delivery Date</b>           |
| Theory of Action: Diagnosis to Response  | NYC Leadership Academy and Instructional Rounds in Education | <ul style="list-style-type: none"> <li>• Understand how Theories of Action are defined</li> <li>• Define your theory of action</li> </ul>  | Mid-December 2015              |
|  |  | <b>Evaluation:</b> Formative Exit Slip   | Immediately After session      |
| Strategy in the Field  | Harvard's EdLD program                                       | <ul style="list-style-type: none"> <li>• Develop a shared understanding of strategy and why it's important to schools' success</li> <li>• Self-assess the extent to which strategy is guiding your school-based work</li> <li>• Experience a tool/process you will turnkey at your site</li> </ul> | Mid-January 2015               |
|  |  | <b>Evaluation:</b> Formative Exit Slip   | Immediately After session      |
| Turnaround Leadership  | Harvard's School Turnaround Leadership Institute             | <ul style="list-style-type: none"> <li>• Define the most important aspects of the work of an STF at your individual site</li> <li>• Identify core areas for work and improvement during the year ahead</li> </ul>  | Mid-February 2015              |
|  |  | <b>Evaluation:</b> Formative Exit Slip   | Immediately After session      |
| The ACE Habits of Mind   | The Data-Wise Project  | <ul style="list-style-type: none"> <li>• Identify how the ACE habits of mind can increase the sphere of influence</li> <li>• Using the Mason School case, note how using these mindsets can position STFs to increase programmatic fidelity around EWS</li> </ul>                                  | Mid-March 2016                 |
|  |  | <b>Evaluation:</b> Formative Exit Slip   | Immediately After session      |
|  |  | Summative Survey   | 4 weeks after last session     |

Appendix E – Recruitment Email

**From:** Daniel Velasco

**Sent:** Monday, October 26, 2015 11:34 PM

**Subject:** <consent form> STF Competency Based Trainings Study

**Importance:** High

Dear Miami, EBR, Los Angeles and Tulsa STFs,

I hope your fall is going well! I'm writing to share that TDS is going to test using a competency-based training model in professional development sessions this year in three of TDS's cities. In other cities, like yours, TDS's regular training model will continue to be used. In all TDS cities, participation in the professional development sessions is part of a School Transformation Facilitator's normal job responsibilities.

This e-mail is to let you know about a completely voluntary data collection effort and research study related to these professional development sessions that is being conducted in Boston, Philadelphia, NYC, East Baton Rouge, Tulsa, Los Angeles, and Miami. You may choose to join this study, if you wish. The study may help TDS to assess the relative merits of its current training model and of an alternative competency-based training model and help TDS decide whether to roll out competency-based training sessions to additional cities next year. In order to capture quality data regarding the impact of this year's training sessions on School Transformation Facilitators' self-efficacy, STFs who choose to join the study will fill out a brief anonymous survey at the beginning and end of the study, and will also fill out brief anonymous formative surveys at the end of each of four professional development sessions. Since the surveys are short, we anticipate that the amount of time participants will spend filling them out **will not total more than 60 minutes across the entire study.**

The attached Informed Consent Form goes into further detail about the purpose of the study, procedures, risks and benefits. In short, we hope to determine whether competency-based training within professional learning communities has a positive effect on the self-efficacy of TDS's School Transformation Facilitators (STFs) that goes beyond the effect achieved with TDS's standard training model. Recognizing that -- as an STF -- you face complex change-management circumstances at the school sites where you are assigned, the training sessions offered in each city are designed to support your professional development and prepare you with the best capabilities to carry out your job duties now and in the future.

If you would like to participate in the research study, please review and sign the document attached and return it by email to me (with cc to your field manager) by **Friday, November 6th**. Should you have any questions about the study or anything within the consent form, please don't hesitate in reaching out to me at [dvelasco@jhu.edu](mailto:dvelasco@jhu.edu) or 408.693.9399.

Sincerely,

**Daniel Velasco**

Regional Director

TDS

350 Fifth Avenue, 59th Floor



New York, NY - 10018

cell: 408-693-9399

web: [www.tdschools.org](http://www.tdschools.org)

## Appendix F – Synthesis of Learning

# Synthesis of Learning

| WHAT?   | SO WHAT?                                       | NOW WHAT?   |
|---|--|---|
| <p>What did I learn? What am I taking away?</p> | <p>Why is this important to me in my role?</p> | <p>How do I integrate this learning into my practice?</p> |

Adapted from The School Reform Initiative's protocol developed by Gene Thompson-Grove, 2004; revised 2012

**Appendix G - The Diagnostic (Pre-Intervention) and Summative (Post-Intervention)  
Assessments: Item Content, Means and (Standard Deviations)**

| Item   | Time                              | Treatment<br>(N=7)                               | Comparison<br>(N=3)                               |
|--|-----------------------------------|--|---|
| 2_1. I influence my school's leadership on important decisions regarding instruction   | @Diag.<br>@Summ.<br><b>Growth</b> | 5.43 (1.81)<br>5.43 (1.40)<br><b>0.00 (1.30)</b> | 5.66 (0.58)<br>5.66 (0.58)<br><b>0.00 (0.00)</b>  |
| 2_2. I influence my school's leadership on important data-driven decision making.  | @Diag.<br>@Summ.<br><b>Growth</b> | 5.29 (1.89)<br>5.86 (1.22)<br><b>0.57 (1.27)</b> | 6.00 (.00)<br>5.67 (.58)<br><b>-0.33 (.58)</b>    |
| 2_3. I lead my school leadership team in strategic planning related to intervention selection...                                     | @Diag.<br>@Summ.<br><b>Growth</b> | 5.00 (1.53)<br>5.71 (1.38)<br><b>0.71 (1.11)</b> | 5.00 (0.00)<br>5.33 (0.58)<br><b>0.33 (0.58)</b>  |
| 2_4. I communicate with school-based (non-TDS) staff in a way that supports my ability to do my job well                             | @Diag.<br>@Summ.<br><b>Growth</b> | 6.14 (1.21)<br>6.57 (0.53)<br><b>0.42 (0.79)</b> | 6.67 (0.58)<br>6.67 (0.58)<br><b>0.00 (0.00)</b>  |
| 2_5. I communicate with city-based TDS staff in a way that supports my ability to do my job well.                                    | @Diag.<br>@Summ.<br><b>Growth</b> | 6.43 (.79)<br>6.71 (.49)<br><b>0.29 (.49)</b>    | 6.67 (0.58)<br>6.00 (1.73)<br><b>-0.67 (1.15)</b> |
| 2_6. I balance multiple priorities in a way that supports my ability to do my job well without compromising personal life            | @Diag.<br>@Summ.<br><b>Growth</b> | 6.14 (0.90)<br>6.71 (0.49)<br><b>0.57 (0.54)</b> | 5.00 (2.00)<br>6.00 (1.00)<br><b>1.00 (1.00)</b>  |
| 3_1. [Effectiveness in...] Facilitation of EWI Meetings  | @Diag.<br>@Summ.<br><b>Growth</b> | 5.29 (1.25)<br>5.29 (2.06)<br><b>0.00 (2.16)</b> | 5.67 (1.15)<br>5.33 (1.15)<br><b>-0.33 (1.15)</b> |
| 3_2. [Effectiveness in...] Coordination of partnerships  | @Diag.<br>@Summ.<br><b>Growth</b> | 5.71 (0.76)<br>5.71 (1.25)<br><b>0.00 (1.63)</b> | 6.33 (0.58)<br>5.67 (1.15)<br><b>-0.67 (0.58)</b> |
| 3_3. [Effectiveness in...] Preparing EWI Reports   | @Diag.<br>@Summ.<br><b>Growth</b> | 5.57 (1.27)<br>6.00 (1.53)<br><b>0.43 (0.98)</b> | 5.00 (1.73)<br>6.00 (1.00)<br><b>1.00 (2.00)</b>  |
| 3_4. [Effectiveness in...] Facilitating data-driven conversations at school leadership meetings                                      | @Diag.<br>@Summ.<br><b>Growth</b> | 5.29 (1.80)<br>6.29 (.95)<br><b>1.00 (1.00)</b>  | 5.33 (2.08)<br>4.67 (1.53)<br><b>-0.67 (.58)</b>  |
| 3_5. [Effectiveness in...] Incorporating TDS instructional assistance (Math/ELA) into the school's professional development strategy | @Diag.<br>@Summ.<br><b>Growth</b> | 5.00 (1.73)<br>5.43 (.98)<br><b>0.43 (1.72)</b>  | 4.67 (2.08)<br>3.67 (3.06)<br><b>-1.00 (1.00)</b> |
| 4_1. [To what extent can you...] Generate enthusiasm for a shared vision for the school?   | @Diag.<br>@Summ.<br><b>Growth</b> | 5.86 (1.68)<br>6.71 (1.80)<br><b>0.86 (1.46)</b> | 6.67 (2.08)<br>6.00 (1.73)<br><b>-0.67 (.58)</b>  |
| 4_2. [To what extent can you...] Manage change at your school?   | @Diag.<br>@Summ.<br><b>Growth</b> | 5.86 (2.34)<br>6.71 (1.50)<br><b>0.86 (1.86)</b> | 6.67 (.58)<br>6.00 (1.73)<br><b>-0.67 (1.15)</b>  |
| 4_3. [To what extent can you...] Motivate teachers?  | @Diag.<br>@Summ.<br><b>Growth</b> | 5.71 (2.29)<br>7.29 (1.50)<br><b>1.57 (2.07)</b> | 6.67 (.58)<br>6.67 (2.08)<br><b>0.00 (1.73)</b>   |
| 4_4. [To what extent can you...] Shape the operational policies and procedures that are necessary to implement the TDS model?        | @Diag.<br>@Summ.<br><b>Growth</b> | 5.57 (2.30)<br>6.86 (1.57)<br><b>1.29 (1.80)</b> | 6.00 (1.73)<br>6.33 (0.58)<br><b>0.33 (1.53)</b>  |



Appendix H – TDS Offices with Local Instructional Staff

| <b>City</b>      | <b>Has Local Support Staff</b> |
|------------------|--------------------------------|
| Austin           | <b>0</b>                       |
| Boston           | <b>0</b>                       |
| Chicago          | <b>0</b>                       |
| Detroit          | <b>0</b>                       |
| East Baton Rouge | <b>0</b>                       |
| Guam             | <b>0</b>                       |
| Los Angeles      | <b>0</b>                       |
| Miami            | <b>0</b>                       |
| New York City    | <b>1</b>                       |
| Philadelphia     | <b>0</b>                       |
| Portland, ME     | <b>0</b>                       |
| San Antonio      | <b>0</b>                       |
| Seattle          | <b>0</b>                       |
| Tulsa            | <b>1</b>                       |
| Washington, D.C. | <b>0</b>                       |
| <b>Total</b>     | <b>2 // 13%</b>                |

Curriculum Vitae

**DANIEL VELASCO**

**BIOGRAPHICAL INFORMATION**

Place of birth: Lima, Peru

Date of Birth: March 1, 1985

**EDUCATION**

|   |                      |
|---|----------------------|
| <b>Johns Hopkins University</b>   | <b>Baltimore, MD</b> |
| Ed.D Entrepreneurial Leadership in Education  | 2016                 |
| Dissertation: Competency-based training in PLCs of School Transformation Facilitators |                      |
| <b>Harvard Graduate School of Education</b>   | <b>Cambridge, MA</b> |
| Ed.M. Policy and Management   | 2012                 |
| Executive Certificates: Enhancing Teacher Effectiveness in High Schools               | 2013                 |
| Turnaround Leadership   | 2014                 |
| <b>Harvard Business School</b>  | <b>Boston, MA</b>    |
| Executive Certificates: Scaling for Impact  | 2016                 |
| Strategic Perspectives in Nonprofit Management  | 2013                 |
| <b>Clark University</b>   | <b>Worcester, MA</b> |
| M.A. International Development and Social Change                                      | 2011                 |
| <b>University of Central Florida</b>  | <b>Orlando, FL</b>   |
| B.A. Political Science, Honors  | 2007                 |
| <b>ICN Business School</b>  | <b>Nancy, France</b> |
| B.A. Business Administration  | 2006                 |

**EXPERIENCE**

|   |                     |
|---|---------------------|
| <b>Talent Development Secondary at Johns Hopkins University</b>                 |                     |
| <b><u>Regional Director</u></b>   | <b>New York, NY</b> |
| - Oversee 3 executive directors (+25 staff) in working at 13 sites              | 2014 - Present      |
| - Lead regional strategic planning exceeding organizational goals by 50%        |                     |
| - Secure multi-million, multi-year funding commitments                          |                     |
| - Nurture and grow relationships with multi-level stakeholders                  |                     |
| - Manage regional implementation of first-in-class randomized control trial     |                     |
| <b><u>Boston Executive Director</u></b>   | <b>Boston, MA</b>   |
| - Managed six programming and instructional staff                               | 2012 - 2014         |
| - Directed all aspects of programming and operations for teams at three schools |                     |
| - Led district, funding, and corporate relationships to secure multi-year gifts |                     |
| - Managed local implementation and evaluation of first-in-class RCT             |                     |

## Competency-Based Training for TDS School Transformation Facilitators

**Teach For America** **Los Angeles, CA**  
Operations Director, Los Angeles Institute 2010 - 2012

- Supervised curricular development, budgeting, and execution of 100+ workshops
- Developed strategic and operational blueprints for coaching impacting 600+ corps members

**The Achievement Network** **Boston, MA**  
Program Coordinator, Network Learning and Development 2009-2010

- Developed training summits in D.C. and New Orleans for over 150 teachers

**Teach For America / Voices Charter School** **San Jose, CA**  
Corps Member / Founding Teacher 2007 – 2009

- Pioneered dual-immersion, full-day charter school with 90% students on free/reduced lunch
- Led 95% of students to 1.8 years of growth
- Participated in cross-curricular design for K-2 and school-wide adult literacy workshops

### INDEPENDENT CONSULTING

**Harvard Graduate School of Education** **Cambridge, MA**  
Teaching Facilitator, Programs in Professional Education 2013 - present

- Lead small group discussion during week-long turnaround leadership program
- Collaborate as instructional staff in design and evaluation of program

**Carmona Law** **Orlando, FL**  
Consultant, Turnaround 2015

- Advised on firm's organizational restructuring and strategic planning

**Eduventures, Inc** **Boston, MA**  
Research Consultant, Schools of Education Learning Collaborative 2012

- Analyzed complex quantitative data to identify trends and make recommendations to clients
- Researched industry-wide data to deliver purposeful and timely advice

**Executive Office of Education of the Commonwealth of Massachusetts** **Boston, MA**  
Policy Consultant 2011

- Oversaw development of monitoring and evaluation tool for Innovation Schools
- Participated in policy briefings and interviews to assess progress

### PRESENTATIONS

"Turnaround in Practice." School Turnaround Leaders Institute at Harvard University. **Cambridge, MA**  
June, 2016

"The New Forgotten Half Report: Panelist." Hunter/Hopkins Forum for Education Policy. **New York, NY**  
April, 2016

## Competency-Based Training for TDS School Transformation Facilitators

|   |                                       |
|---|---------------------------------------|
| "How the Early Warning Indicator System and Tiered Interventions Are Getting and Keeping Students On-Track to College and Career Ready Graduation." Teach For America's Educators Conference. | <b>Jacksonville, FL</b><br>July, 2015 |
| "Forming Partnerships with External Stakeholders for Turnaround." School Turnaround Leaders Institute at Harvard University.  | <b>Cambridge, MA</b><br>June, 2015    |
| "Solving the Dropout Problem." Education Writers Association at Vanderbilt University.  | <b>Nashville, TN</b><br>May, 2014     |
| "Diplomas Now: Early Warning Indicators as Dropout Prevention Tool." Hispanic Heritage Foundation's Latino Legacy Weekend at Michigan State University.                                       | <b>East Lansing, MI</b><br>May, 2014  |
| "Solutions to Educational Inequity - Teach For America." University of Central Florida.   | <b>Orlando, FL</b><br>March, 2008     |

### **ADDITIONAL INFORMATION**

|  |                |
|--|----------------|
| <b>Community</b> Harvard Graduate School of Education Alumni Council     | 2015 – Present |
| <b>Memberships:</b> Young Professionals' Council – Teach For America NYC | 2015 – Present |
| Young Education Professionals of Boston                                  | 2012 – Present |
| Teach For America Alumni Board of MA                                     | 2010 – 2014    |
| UCF Boston Alumni Board: Chairman  | 2012 – 2014    |
| Boys and Girls Club of Boston Friends Council                            | 2012 – 2014    |

**Languages:** Spanish, native; French, basic; German, basic

#### **Mentorship**

**Activities:** Harvard Mentor; TFA Alumni Mentor; City Year Mentor; JHU Ed.D Mentor

**Hobbies:** Volleyball; Ski; Tennis; Soccer; Travel (lived in 6 countries, visited 29)